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ABSTRACT

Futures is an annual resource document designed to help high school students prepare for post-high school activities and decisions. Materials are provided for a variety of audiences, including counselors and teachers, students, and parents. The resource document covers high school curriculum choice, employment and work profiles for a variety of jobs, and an overview of Kentucky post-secondary schools. The document also discusses technical colleges as viable post-secondary options. The document looks at college choice, the application process, financial issues related to paying for college, and an overview of college life. It includes a section for parents. A glossary is attached. (HB)

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Kentucky Council on Postsecondary Education

1999 Futures: Your Guide to Life After High School

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SECTION A - FOR COUNSELORS AND TEACHERS
SECTION B - HIGH SCHOOL OVERVIEW
SECTION C - CURRICULUM CHOICES
SECTION D - BEYOND THE CLASSROOM
SECTION E - EXPLORING THE WORLD OF WORK
SECTION F - WAYS OF WORKING (Artistic, Scientific, Plants and Animals, Protective, Mechanical)
SECTION F - WAYS OF WORKING (Mechanical (cont), Business Detail, Selling, Accommodating, Humanitarian)
SECTION F - WAYS OF WORKING (Leading/Influencing, Physical Performing)
SECTION G - BEYOND HIGH SCHOOL
SECTION H - KENTUCKY POSTSECONDARY SCHOOLS
SECTION I - THE TECHNICAL COLLEGE ROUTE
SECTION J - COLLEGE CHOICE
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Suggestions for using *Futures*

ACTIVITY	SUGGESTED MATERIAL
EIGHTH-GRADE PLANNING CONFERENCES	• *High School Overview* • *Curriculum Choices in High School*
FRESHMAN ORIENTATION	• *High School Overview* • *Curriculum Choices in High School* • *High School -- Beyond the Classroom* (specifically the material on study skills and choosing activities)
CAREER EXPLORATION TEACHING UNIT	• *Exploring the World of Work* (could easily be coordinated with interest tests and aptitude assessments such as ASVAB) • *Ways of Working* (use job profiles after determining general areas of interest) • *Beyond High School -- What Are Your Options?* • *The Technical College Route* • *College Choice* (section on *Why Go to College?)*
CAREER DAY	• *Exploring the World of Work* (can be used for preliminary discussions focusing on areas of occupational interest)
JUNIOR-SENIOR PARENT INFORMATION NIGHT	• *Parent's Section* (any of the material) • *The Technical College Route* • *College Choice* • *The College Application Process* • *Financing Your Education* • *College 101*
COLLEGE NIGHT	• *Beyond High School -- What Are Your Options?* • *College 101* • *College Choice* (many of these materials could be used in short teaching units before College Night; others could be used as handouts)
FINANCIAL AID WORKSHOPS	• *Financing Your Education* • *Parent's Section --* • *Financing Your Child's Postsecondary Education*
JOB SEARCH	• *Off to Work after High School or College*

Futures and the KERA Connection

The matrix below indicates materials in *Futures* which can be used to help middle school and high school students achieve specific learning goals relative to the goals articulated in the Kentucky Education Reform Act.

An outline of suggested activities to help students master needed skills follows the matrix. (Goals 3 and 4 are included in Kentucky Statutes but are not included in the state's academic assessment program.)

	Futures Sections												
Academic Expectations	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**
Goal #1 — Communication and Math Skills													
Accessing Information and Ideas	X	X	X	X	X	X	X	X	X	X	X	X	
Reading	X	X	X	X	X	X	X	X	X	X	X	X	
Observing	X	X	X	X	X	X		X	X			X	
Listening		X	X	X	X	X		X				X	
Mathematical ideas and procedures											X		
Classifying					X								
Writing	X			X	X	X			X	X	X	X	
Speaking				X	X							X	
Art													
Music													
Movement													
Using Electronic Technology	X		X										
Goal #2 — Core Concepts Science													
Scientific Thinking													
Patterns													
Systems													
Models and Scale													
Constancy													
Evolution													

Academic Expectations	*Futures* Sections												
	B	C	D	E	F	G	H	I	J	K	L	M	N
Goal # 2 — Core Concepts Math													
Number Concepts													
Mathematics Procedures											X		
Space and Dimensionality													
Measurement													
Change													
Mathematical Structure													
Data													
Goal #2 — Core Concepts Social Studies													
Democratic Principles			X										
Political Systems													
Human Behavior			X									X	X
Cultural Groups			X										
Economic Principles													
Geography and Human Activity			X										
Goal #2 — Core Concepts Arts/Humanities													
Production													
Analysis of Forms													
Aesthetics													
Cultural Heritage													
Cultural Diversity													
Language										X			X
Goal #2 — Core Concepts Practical Living													
Family Life and Parenting	X		X										
Consumerism				X	X	X	X	X	X	X	X	X	
Physical Wellness													

Academic Expectations	*Futures* Sections												
	B	C	D	E	F	G	H	I	J	K	L	M	N
Mental and Emotional Wellness													
Community Resources													
Physical Movement Skills													
Lifetime Physical Activities													
Goal #2 — Core Concepts Vocational Studies													
Career Path	X	X	X	X	X	X	X	X	X		X	X	X
Work Skills and Habits	X	X	X	X	X	X	X	X			X	X	X
Postsecondary Training/Work; The Application Process	X	X	X	X	X	X	X	X	X		X	X	X
Goal #3 — Self-Sufficiency*													
Growth in a Positive Self Concept	X		X	X	X	X						X	X
Maintenance of a Healthy Life Style													
Adaptability and Flexibility	X	X	X	X	X	X			X	X	X	X	X
Resourcefulness and Creativity	X	X	X	X	X	X			X	X	X	X	X
Self-Control and Self-Discipline	X	X	X	X	X				X	X	X	X	X
Decision Making Based on Ethical Values	X	X	X	X	X	X	X	X			X	X	X
	X	X	X	X	X	X	X	X			X	X	X
Goal #4 — Responsible Group Member*													
Interpersonal Skills			X	X	X							X	X
Productive Team Member Skills			X	X	X			X				X	X
Consistent, Responsive, Caring Behavior			X									X	
Acceptance of Rights and Responsibilities			X	X	X							X	X

*** Not included in the state's academic assessment program.**

Academic Expectations	*Futures* Sections												
	B	C	D	E	F	G	H	I	J	K	L	M	N
Goal #5 — Think and Solve Problems													
Critical Thinking	X	X	X	X	X				X		X	X	X
Creative Thinking	X	X	X	X	X				X	X	X	X	X
Conceptualizing	X	X		X	X				X	X	X	X	X
Decision Making	X	X	X	X	X	X	X	X	X	X	X	X	X
Problem Solving	X	X	X	X	X	X	X	X	X	X	X	X	X
Goal #6 — Integrating Skills													
Applying Multiple Perspectives	X	X	X	X					X			X	X
Developing New Knowledge	X	X	X	X	X	X	X	X	X		X	X	X
Expanding Existing Knowledge	X	X	X	X	X	X	X	X	X		X	X	X

List academic expectations (skills, concepts, personal attributes, thinking processes) that are strengths in your present curriculum.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____

List academic expectations (skills, concepts, personal attributes, thinking process) that should be priorities for development.

1. ____
2. ____
3. ____
4. ____

Matrix prepared in consultation with:

Patricia Hurt, Kentucky Department of Education
Frances Prater, Counselor/Consultant
Gary Steinhilber, Past President, Kentucky Counselors Association (retired)
Carol Wheat, Wayne County High School Counselor

Futures and KERA-related activities

The material in *Futures: Your Guide to Life After High School* can be used to help students achieve specific KERA goals and academic expectations. Use the following "real-life" activities adapted from material developed by Carol Wheat and Pat Hurt, with the related topics in *Futures*, to enable students to reach those goals.

Goal 1: Basic Communication and Math Skills

ACCESSING SOURCES OF INFORMATION AND IDEAS: Students use reference tools such as dictionaries, almanacs, encyclopedia and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.

Activities	*Related Futures Material*
	All sections of *Futures*, a resource document, can be relevant to Goal 1. Material related to specific goals include:
Students gather information about tuition rate at various colleges, universities, business and technical schools and present findings in a graph/chart and narrative.	Sections: H - Kentucky Postsecondary Institutions I - The Technical College Route J - College Choice
Students interview people in the community about their jobs and the kind of education required for that job. They present their findings in a graph/chart and written narrative.	E - Exploring the World of Work F - Ways of Working
Middle school students, following academic, interest and learning styles assessments, choose tentative career goal, identify appropriate postsecondary training and plan high school course schedule and related extracurricular activities.	B - The Road Ahead C - Curriculum Choices D - Beyond the Classroom E - Exploring the World of Work F - Ways of Working G - Postsecondary Educational Options H - Kentucky Postsecondary Institutions

READING: Students make sense of the variety of materials they read.

Students research and write a plan for an interesting and educational summer activity.	D - Beyond the Classroom E - Exploring the World of Work
Students research and read several sources providing information on career options. The information is to be synthesized and a career plan developed and written.	E - Exploring the World of Work F - Ways of Working G - Postsecondary Options I - The Technical College Route

OBSERVING: Students make sense of the various things they observe.

Activities	*Related Futures Material*
Students identify individuals whose jobs are of interest, shadow them to observe work habits, and develop a list of positive work attributes for their own use.	F - Ways of Working N - Off to Work
Students shadow an individual at work, observe and record the duties and responsibilities of the job and compare to written job descriptions.	F - Ways of Working I - The Technical College Route N - Off to Work
Students plan a trip to at least two area colleges, make the arrangements, and participate in the field trip. Afterwards, the students discuss their observations and evaluate the trip's success.	J - College Choice

LISTENING: Students make sense of the various messages to which they listen.

Students invite former high school students to discuss their views as to their readiness for the transition to postsecondary education, workforce, or the military.	B - The Road Ahead C - Curriculum Choices E - Exploring the World of Work F - Ways of Working G - Postsecondary Options I - The Technical College Route M - College 101 N - Off to Work

COMPUTING: Students use mathematical ideas and procedures to communicate, reason, and solve problems.

From career data provided, students estimate monthly take-home pay and plan a realistic budget.	F - Ways of Working N - Off to Work
Students compare costs of education at several postsecondary institutions and potential financial aid packages, calculating the total costs.	L - Financing Your Education

Activities	*Related Futures Material*
CLASSIFYING: Students organize information through development and use of classification rules.	
Given a set of occupational categories and a list of jobs, students research each group and job, placing each job in the appropriate category, and explain their reasoning.	F - Ways of Working
WRITING: Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.	
Students write an essay on an assigned topic that might be included in an application for a scholarship.	K - The Application Process
High school students write a handbook "Survival Tips for High School" to give to middle school students.	B - The Road Ahead C - Curriculum Choices D - Beyond the Classroom
Students prepare a skill summary or resume and a cover letter requesting an interview for an actual job advertisement.	N - Off to Work
SPEAKING: Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.	
Students research the effects of changing demographics on jobs in America and give oral presentations.	E - Exploring the World of Work
Students role-play job interviews with personnel managers.	N - Off to Work
Students involve upper classmen in mentoring activities for underclassmen, i.e., presenting information orally to incoming 8th grade students about study skills, curriculum choices, extracurricular activities, and school policies.	B - The Road Ahead C - Curriculum Choices D - Beyond the Classroom

Activities	*Related Futures Material*
MOVEMENT: Students make sense of and communicate ideas with movement.	
Students are interviewed by a college admissions officer or personnel manager. In the interview, students project themselves as the best candidate for admission or the prospective job.	K - The Application Process N - Off to Work

USING ELECTRONIC TECHNOLOGY: Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

Students identify a major problem in today's world (health care, drug use, ethnic/religious conflicts, etc.). Using the electronic information-searching tools in the library, they identify five good sources of information on the topic. They conduct interviews, write a script, and construct and edit a video report giving a balanced examination of the issue.	B - The Road Ahead
Working in groups, students plan and produce a short video highlighting service activities in their school and community. Planning includes writing the script, identifying props and locations, and sequencing the taping.	D - Beyond the Classroom

GOAL 2: Core Concepts and Principles

SCIENCE

NATURE OF SCIENTIFIC ACTIVITY: Students understand scientific ways of thinking and working, and use those methods to solve real-life problems.

Counselors invite community members in science-based occupations to discuss and demonstrate use of scientific principles (e.g. aviation, high-tech manufacturing, engineering, pharmacy, agricultural extension agent).	F - Ways of Working

Activities	*Related Futures Material*

MATHEMATICS

NUMBER CONCEPTS: Students understand number concepts and use numbers appropriately and accurately.

Counselors invite individuals to a Career Day whose jobs involve working with numbers (e.g., banker, accountant, IRS representative, sports statistician).	F - Ways of Working

MATHEMATICAL PROCEDURES: Students understand various mathematical procedures and use them appropriately and accurately.

Students survey costs at three colleges or vocational-technical schools, propose possible student aid packages and expected personal budget; compare and contrast options.	H - Kentucky Postsecondary Institutions J - College Choice L - Financing Your Education

SOCIAL STUDIES

DEMOCRATIC PRINCIPLES: Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

Students in groups write and present skits on the issue of racism in schools and the community.	B - The Road Ahead

STRUCTURE AND FUNCTION OF POLITICAL SYSTEMS: Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

Students collect examples of campaign advertising in a recent election, analyzing arguments, judging credibility, choosing a candidate, and defending that choice.	B - The Road Ahead
Students select a school or community problem, investigate the problem, suggest alternative solutions, and write letters to the editor expressing opinions.	B - The Road Ahead D - Beyond the Classroom

STRUCTURE AND FUNCTION OF SOCIAL SYSTEMS: Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

Activities	*Related Futures Material*
Students identify function and activities of community action groups, such as American Red Cross, Habitat for Humanity, Big Brothers and Big Sisters, to encourage class involvement to seek positive changes.	D - Beyond the Classroom
Students research and investigate the effect of alcoholism on family life in the community. Create a support group for children from alcoholic families in school.	A - Guide to Resources D - Beyond the Classroom
Students role-play college or technical school students experiencing difficulty with a class. Students demonstrate how to seek help by approaching the teacher in an appropriately assertive manner.	M - College 101
Students discuss and demonstrate the impact of interpersonal skills on job productivity.	N - Off to Work

CULTURAL DIVERSITY: Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

Students, in pairs, role-play college roommates of different races and socio-economic background as they work out compromises.	M - College 101

PRACTICAL LIVING STUDIES

FAMILY LIFE AND PARENTING: Students demonstrate skills that promote individual well-being and healthy family relationships.

Activities	*Related Futures Material*
Counselors invite a social services representative to a group guidance session to talk about community agencies that offer assistance or protection to families or children. Students make a booklet or teen help card that identifies the agencies, their services and phone numbers.	A - Guide to Resources D - Beyond the Classroom
Students critique the persuasive techniques used in television advertising strategies in the areas of alcohol and/or other drugs, dating relationships, racism, and other social issues facing American youth.	B - The Road Ahead

CONSUMERISM: Students evaluate consumer products and services and make effective consumer decisions.

Students will compare three colleges or technical schools. A written report comparing the location, size, programs, campus life, cost, type of institution, etc. will be prepared. Recommendations as to the best buy will be made.	H - Kentucky Postsecondary Institutions J - College Choice L - Financing Your Education
In a group, students will design and present a TV public service announcement (PSA) for colleges and/or community or technical colleges. In the PSA students will include necessary information a consumer would need to know before choosing to attend an institution.	J - College Choice I - The Technical College Route

COMMUNITY HEALTH SYSTEMS: Students demonstrate the skills to evaluate and use services and resources available in their community.

Activities	*Related Futures Material*
Students role-play a "what to do when" game to identify resources of treatment for mental and emotional health problems for college students.	M - College 101
Students view a television sitcom as a group and analyze the decision-making process. Discuss the various alternatives open to the characters and the probable effect of their decisions on themselves and others.	B - The Road Ahead
Students interview health care workers to identify their role in providing community health services and their specific responsibilities.	F - Ways of Working
Students choose an occupation in the health care field (i.e. physical therapist, nurse, technician, dentist, dietician) and research the skills required to perform that job, the necessary training and prerequisite courses in high school, and the market trends for health related occupations.	E - Exploring the World of Work F - Ways of Working

VOCATIONAL STUDIES

CAREER PATH: Students use strategies for choosing and preparing for a career.

Students investigate an occupation and role-play a person performing that work.	F - Ways of Working
Students interview people working in their school. They are to find out what makes these people feel good about their jobs and what contribution that job makes to the school. As a group, students prepare a display of their findings.	E - Exploring the World of Work
Students will select an area of occupational interest. An oral report will be presented describing past, present, and future status of jobs in that occupational group, including projections for employment and emerging jobs.	E - Exploring the World of Work F - Ways of Working

Activities	*Related Futures Material*
Students compose a rap or other musical piece to describe the challenges of finding and keeping a job.	N - Off to Work
Students explore the impact of one's career on lifestyle, including effects on leisure time, monetary and personal benefits, working conditions, mobility, and family life. Prepare written reports using graphics to illustrate.	E - Exploring the World of Work F - Ways of Working N - Off to Work
Students use a range of assessment results to plan three career paths beyond high school.	C - Curriculum Choices

EMPLOYABILITY ATTRIBUTES: Students demonstrate skills and work habits that lead to success in future schooling and work.

Students, using sample master schedule of college classes, plan a course of study for a semester and map out a weekly time schedule.	M - College 101
Students working in groups prepare and present skits showing skills needed to survive the first weeks in college, from registering for classes to getting along with roommates. Similar skits could be done relating to the first week on a new job.	M - College 101 N - Off to Work
Students participate in a shadowing experience in a work setting, recording observations in a journal. Compare these experiences to personal interests, abilities, and aptitudes.	E - Exploring the World of Work F - Ways of Working

Activities	Related Futures Material
POSTSECONDARY OPPORTUNITIES SEARCH (JOBS, SCHOOL, MILITARY): Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.	
Students research and present a plan for completing a job/school search.	J - College Choice N - Off to Work
Students, in pairs, role-play successful and unsuccessful job interviews.	N - Off to Work
Students tape three mock interviews with business personnel in the community. Each will be asked to help critique the interview. Findings will be presented in an oral report.	N - Off to Work
Students work in teams to complete a puzzle that illustrates the process of networking in finding jobs.	N - Off to Work
Students complete an occupational assessment test such as ASVAB and identify aptitudes in reference to specific careers.	D - Beyond the Classroom E - Exploring the World of Work F - Ways of Working
Students planning to attend college or postsecondary technical school gather information on three schools through visits, catalogs and other resources, complete comparison sheets and rank according to desirability and ability to meet student's needs.	G - Postsecondary Options H - Kentucky Postsecondary Institutions I - The Technical College Route J - College Choice

Goal 3: Self-sufficiency (This goal is not included in the state's academic assessment program.)

POSITIVE SELF-CONCEPT: Students demonstrate positive growth in self-concept through appropriate tasks or projects.	
Each student identifies a personally relevant problem or obstacle that may affect performance in college or on the job. The student determines a course of action that is timely, in the best interest of self and others, and requires personal commitment. The plan must be realistic and have a high possibility of success so that the student feels confident in his or her ability to overcome the problem.	B - The Road Ahead M - College 101 N - Off to Work

Activities	Related Futures Material
Students develop portfolios of information that may be used to gain acceptance into postsecondary educational institutions. The portfolios include: • self assessments of strengths and weaknesses; • listing of goals for the future; • evaluative criteria for selection of postsecondary tracing/education; • list of potential institutions that meet the evaluative criteria; • budgets based on estimate of financial aid; and • personal vitae.	E - Exploring the World of Work F - Ways of Working G - Postsecondary Options H - Kentucky Postsecondary Institutions I - The Technical College Route J - College Choice K - The Application Process L - Financing Your Education M - College 101

HEALTHY LIFESTYLE: Students demonstrate the ability to maintain a healthy lifestyle.

Students develop a skit addressing consequences of drug and alcohol use by college students. The skit should reflect imaginative ways for dealing with the social and academic pressures which encourage excessive drinking and drug use.	A - Guide to Resources B - The Road Ahead M - College 101
Students develop and implement healthy behavior contracts that describe behaviors on which students will work. Topics might include diet, exercise, handling stress, changing unhealthy behaviors (smoking, drinking, etc.). Contracts require students to target specific behaviors to be changed and to document efforts and changes over time.	M - College 101

Activities	Related Futures Material

ADAPTABILITY AND FLEXIBILITY: ***Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.***

Students role-play a situation where they help a friend prepare for changes and problems he or she will face in going to college, including changes in relationship with family, getting along with roommates, managing homesick blues, etc.	B - The Road Ahead M - College 101
Students develop weekly calendars showing accomplishments of predetermined activities and appointments. The calendars must indicate schedules for the completion of school and home responsibilities while meeting personal needs.	B - The Road Ahead M - College 101

RESOURCEFULNESS AND CREATIVITY: ***Students demonstrate the ability to be resourceful and creative.***

Students choose an occupational area of interest and devise action plans to: • identify potential jobs in that field; • identify a network of contacts who might be helpful; • create resumes tailored to specific jobs; and • plan a schedule of calls asking for interviews.	E - Exploring the World of Work F - Ways of Working N - Off to Work

SELF-CONTROL AND SELF-DISCIPLINE: ***Students demonstrate self-control and self-discipline.***

Students maintain a journal of job shadowing and personal interview experiences and evaluate these in terms of personal preferences, skill requirements, possible rewards, etc.	E - Exploring the World of Work F - Ways of Working
Presented with a scenario about being invited to a party where drugs and/or alcohol will be used, students: • state their decisions about going to the party and give reasons for choice based on the use of a decision-making model;	A - Guide to Resources B - The Road Ahead D - Beyond the Classroom

Activities	*Related Futures Material*
• identify ways of handling this and similar situations that include education, counseling, community agencies, student organizations; and • develop and implement a personal plan to address some aspect of this problem area.	
Students design and implement plans to change unproductive habits such as weak study skills or ineffective time management.	B - The Road Ahead D - Beyond the Classroom M - College 101

ETHICAL VALUES: Students demonstrate the ability to make decisions based on ethical values.

A group of students is given a scenario in which a new student from a different background enters college and is not accepted by students living on the same floor of the residence hall. The class must develop plans to help the student feel welcome.	B - The Road Ahead M - College 101
Students role-play situations in which college students learn that fellow students are cheating on exams and plagiarizing when writing term papers. Discussions should focus on the ethical dilemmas, possible decisions and consequences of each.	B - The Road Ahead M - College 101

INDEPENDENT LEARNING: Students demonstrate the ability to learn on one's own.

Keep a journal of job shadowing and evaluate in terms of personal preferences, skill and training requirements.	E - Exploring the World of Work F - Ways of Working
Students develop lifeplans in the areas of recreation/leisure, independent living, vocational, community and/or interpersonal relationships. In any of the above categories the students set personal goals in areas of personal interest and then prioritize time and resources to attain those goals. Students evaluate progress on a regular basis.	B - The Road Ahead D - Beyond the Classroom F - Ways of Working M - College 101
Students design a study or work environment that suits personal learning styles and preferences.	B - The Road Ahead D - Beyond the Classroom

GOAL 4: Responsible group membership

(This goal is not included in the state's academic assessment program.)

Activities	*Related Futures Material*
***INTERPERSONAL SKILLS:** Students shall develop their abilities to become responsible members of a family, work group, or community including demonstrating effectiveness in community service.*	
As a part of a mentoring program, students act as role models offering encouragement and guidance to younger students in a tutoring situation.	D - Beyond the Classroom
Students discuss ways to handle peer pressure situations such as cheating, drug and alcohol use, sexuality, and cliques when in college.	B - The Road Ahead (thinking skills) M - College 101
Students role-play appropriate assertive behavior in a situation where an advisor has recommended classes for which the prerequisites have not been completed and the student is not eligible. When discovered, lower level classes have been filled. The question is: "What to do now?"	M - College 101
***PRODUCTIVE TEAM MEMBERSHIP:** Students use productive team member skills.*	
Students as a group devise a plan to mentor middle school students, helping them with study skills, time management, curriculum choices, and extracurricular activities in high school.	B - The Road Ahead C - Curriculum Choices D - Beyond the Classroom
Students discuss ways that they, as a group, could work together to start a service organization to address identified community needs.	B - The Road Ahead D - Beyond the Classroom

Activities	Related Futures Material

CONSISTENT, RESPONSIVE, AND CARING BEHAVIOR: Students individually demonstrate consistent, responsive, and caring behavior.

Students participate in approved school or community service activities, individually or in groups. A minimum of twelve hours of service is given to address a specific need and cause improvement in the delivery of a service or in an environmental condition.	D - Beyond the Classroom
Students develop and implement a plan for helping freshmen become a part of the school community. The plan might include: • an initial contact offering assistance with getting started in the new school; • identification of specific needs they have for getting started; • a listing of resources and services that the newcomers might need and use; • a list of ways the new students can contribute to the school community.	B - The Road Ahead C - Curriculum Choices D - Beyond the Classroom

RIGHTS AND RESPONSIBILITIES FOR SELF AND OTHERS: Students demonstrate the ability to accept the rights and responsibilities for self and others.

Students develop a list of responsible behaviors needed to become a satisfactory employee.	N - Off to Work

MULTICULTURAL AND WORLD VIEW: Students demonstrate an understanding of, appreciation for, and sensitivity to a multicultural and world view.

Students research ways in which America is now part of a global economy and list effects of that development on present and future employment possibilities in this country.	E - Exploring the World of Work

OPEN MIND TO ALTERNATIVE PERSPECTIVES: Students demonstrate an open mind to alternative perspectives.

Students select an issue affecting college life. Choose roles representing students with different points of view. Role-play students, each presenting his or her perspective on the issue and solve the problem while in the role.	M - College 101

GOAL 5: Thinking and problem solving

CRITICAL THINKING:* *Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

Activities	*Related Futures Material*
Students investigate four career opportunities in the community and choose criteria that they will use to evaluate the career, prepare written evaluations of each career, rank the careers in order of preference, and explain why they would or would not like to work in each career.	B - The Road Ahead E - Exploring the World of Work F - Ways of Working
Students stage a debate over national issues relative to the qualifications and campaign promises of presidential candidates, ending with a mock election.	B - The Road Ahead
Students take a field trip to a local bank and other community lending institutions to obtain information on how educational loans are granted.	B - The Road Ahead L - Financing Your Education

CONCEPTUALIZING:* *Students organize information to develop or change their understanding of a concept.

Activities	*Related Futures Material*
Students develop a list of the ten most successful people they have known in their lives. They must also develop an explanation of "successful" and justify their selections based on that explanation.	E - Exploring the World of Work

CREATIVE THINKING: Students use creative thinking skills to develop or invent novel, constructive ideas or products.

Activities	*Related Futures Material*
In small groups, students design plans for possible summer businesses which could be started and operated by high school students.	D - Beyond the Classroom

DECISION MAKING: Students use a decision-making process to make informed decisions among options.

Students develop a four-year course of study they might follow throughout high school.	B - The Road Ahead C - Curriculum Choices D - Beyond the Classroom
Students decide what action, if any, they should take if they have observed a classmate cheating.	B - The Road Ahead

PROBLEM SOLVING: Students use problem-solving processes to develop solutions to relatively complex problems.

Students develop a plan to manage their time, based on a declared set of priorities.	B - The Road Ahead M - College 101

GOAL 6: Integration of Knowledge

APPLYING MULTIPLE PERSPECTIVES: Students connect knowledge and experiences from different subject areas.

Students, in groups of three, role-play as aides for Senator Ford. A bill has been introduced to ban the sale of cigarettes nationwide. Students are given four days to develop a report explaining how such a bill, if passed, would affect the health, employment, economics, and culture of Kentuckians.	B - The Road Ahead (thinking skills) E - Exploring the World of Work F - Ways of Working

DEVELOPING NEW KNOWLEDGE: ***Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.***

Activities	Related Futures Material
Students contact a local senior citizens' facility and arrange to adopt a grandparent for a period of ten weeks. Students keep a log or journal and communicate their experiences.	D - Beyond the Classroom
Students interview the personnel director of a local business to determine employment opportunities and qualifications.	E - Exploring the World of Work F - Ways of Working N - Off to Work

EXPANDING EXISTING KNOWLEDGE: ***Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.***

Activities	Related Futures Material
Based on Shakespeare's observation in *As You Like It* that all the world's a stage and the men and women are merely players, students imagine their own life as a play and that they are the leading actor. Students describe the act where they gave their best performance, identify examples from their lives where they made entrances and exits, and describe what they would like to be in the final act.	E - Exploring the World of Work (self-awareness)

These activities were adapted from material prepared by secondary school counselors ***Patricia Hurt*** *of Kentucky Department of Education and* ***Carol Wheat*** *of Wayne County High School as a special project funded by the Central Kentucky chapter of the Kentucky Counselors Association. Both counselors have served on the Taskforce for Restructuring High Schools. Their contribution is gratefully acknowledged.*

Career Development and Academic Expectations

The following guidelines developed by the National Career Development Association are cross-referenced with the Academic Expectations found in Goal 2 under the Practical Living and Vocational Studies content guidelines. The specific KERA expectations which relate to career development are located below in parentheses. (See ***Futures*** A-10 through A-16 for activities related to these specific academic expectations and the career development guidelines. For further details on the Academic Expectations, consult *Transformations*, distributed by the Kentucky Department of Education.)

SELF-KNOWLEDGE

Competency 1: Understand the influence of a positive concept. (2.32)
Competency 2: Skills to interact positively with others. (2.29 and 2.37)
Competency 3: Understanding the impact of growth and development. (2.31)

EXPLORATION

Competency 4: Understanding the relationship between educational achievement and career planning. (2.36, 2.37, and 2.38)
Competency 5: Understanding the need for positive attitudes toward work and learning. (2.37)
Competency 6: Skills to locate, evaluate, and interpret career information. (2.36 and 2.38)
Competency 7: Skills to prepare to seek, obtain, maintain, and change jobs. (2.36 and 2.38)
Competency 8: Understanding how societal needs and functions influence the nature and structure of work. (2.30 and 2.38)

CAREER PLANNING

Competency 9: Skills to make decisions. (2.36 and 2.38)
Competency 10: Understanding the interrelationship of life roles. (2.34, 2.35, and 2.36)
Competency 11: Understanding the continuous changes in male/female roles. (2.36)
Competency 12: Skills in career planning. (2.36 and 2.38)

*Prepared by **Patricia Hurt**, Kentucky Department of Education*

Student Advisement Programs

First Step—Build Support

Schools which have implemented successful advisor/advisee programs have found that building support among teachers and staff is an essential first step. Suggestions for building that critical support include:

- Teachers and staff need to understand the philosophy behind the advisory program. Student advisement programs may differ in design, but all share a primary objective — to help students plan programs of study, monitor their progress and advise students and their families on career-related issues.
- Time commitment for advisor/advisee sessions needs to be adequate. Ample time must be allowed for planning the program as well as materials and activities.
- Advisors need specific training in facilitation and interpersonal skills as well as the career development process.
- Advisement programs need administrative support.
- Student advisory programs need constant evaluation and monitoring.

Sample Advisement Program

Purpose: The fundamental purpose of the advisory program is to promote involvement between an advisor/teacher and the students involved in the advisory group. Every student needs to have an on-going relationship characterized by warmth, concern, and understanding with at least one adult in school.

Advisor's role: The role of the advisor/teacher is to function as an advocate for each advisee and to guide and direct small group discussions and activities that will help students build self confidence, understand themselves and others, and evaluate their own progress.

Goals: The goals of the advisory program for the school year are:

- to develop trusting relationships
- to emphasize positive student self-esteem
- to create a caring school climate
- to communicate the rationale behind the "changes" students are experiencing in the classroom
- to assist students in occupational exploration
- to advise students regarding individual graduation plans
- to monitor the academic progress of students.

Designing a Student Advisory Program

Form an advisement/monitoring team.

Teachers
Students
Parents
High school counselors
Middle school/junior high counselors

Define responsibilities of advisement team.

Determine school needs to be addressed in advisement program (may be other needs in addition to educational and career issues).

Set objectives for advisor program based on needs.

Assist in determining advisory curriculum and activities which will address objectives.

Determine advisory group composition and frequency of meetings.

Design a plan for advisors to "connect"with all parents of students in his/her group.

Lead in a public relations campaign with teachers, students, parents, and community leaders regarding the advisement program. Be positive and enthusiastic!

Plan teacher training.

Put time for training in school calendar. Determine specific needs and costs.

Evaluate advisor/advisee program.

A Cooperative Effort

The relationship between teacher/advisor and professional counselor is a cooperative one; the functions are distinct but complementary. Teachers handle academic advisement and ordinary school adjustment problems; counselors supervise the guidance and handle referrals.

Teacher/Advisor

Someone for students to talk to about:

- grades and credits
- the use of time
- study techniques
- educational and vocational choices
- life in and out of school
- attendance and discipline
- problems with other students and teachers
- employment applications or college recommendations
- withdrawal from school

Professional Counselor

Someone for students to talk to about:

- social and emotional problems
- problems involving conflicts
- test scores, aptitudes, learning problems
- contacting school specialists in and out of school agencies
- getting technical help on educational or vocational plans
- referral of any problem in the first column

Source: Adapted from James W. Keefe, *The Practitioner*, June, 1983, p.12.

Steps to Successful Advising

Preparation

- Choose steering committee and site coordinator.
- Gather research/information about other successful programs and practices.
- Evaluate school's present knowledge/status by surveying faculty, students, and parents.
- Create goals and focus for advisement.
- Plan the organization structure.
- Present the plan to the faculty.

Implementation

- Create materials needed for advisement sessions.
- Conduct staff development training.
- Conduct initial sessions with students.
- Notify parents of advisement purposes.
- Conduct public relations campaign in community.

Evaluation

- Conduct regularly scheduled steering committee meetings.
- Provide means for advisor feedback on program.
- Survey students/faculty yearly.
- Continue to monitor other programs for successful strategies/materials.

Modification

- Steering committee studies collected data.
- Change organizational structure and/or goals as needed.

Maintenance

- Continue periodic staff development sessions.
- Consistently collect data on student progress.
- Maintain ongoing public relations campaign between program and parent/community.

Suggested Topics for Staff

Teachers as Advisors

Development

Academic Topics

- Contents of integrated academic portfolio.
- Tests and test interpretation (PLAN, ACT, PSAT, SAT, ASVAB, KIRIS).
- Graduation requirements.
- How to calculate GPA.
- Registration and scheduling information.
- Student financial aid for college.

Career Topics

- Knowledge of interest/aptitude inventories.
- Employability skills:
  - Applying for a job.
  - Interviewing.
  - Resume writing.
  - Communication skills.
- Educational options
  - College.
  - Vocational-technical training.
  - Military.

Social/Personal Topics

- Effective listening skills.
- Substance abuse education/knowledge.
- Community resources/hotlines for crisis assistance.
- Interacting positively with parents; how to hold a parent conference; how to involve parents in the educational process.
- Awareness of cultural differences as related to learning and social behavior.
- Learning styles research and how to incorporate into program.
- Overcoming negative peer pressure.
- Handling stress.
- Conflict intervention techniques/activities.

Staff Development Competencies

- Knowledge of graduation requirements including Individual Graduation Plan.

- Ability to provide supportive academic and career advisement to students and their parents or guardians.

- Ability to coordinate with and assist guidance counselor, school psychologists, social workers, and occupational and placement specialists in the provision of a comprehensive program of student counseling.

- Ability to use student records and files, including the ability to interpret and use the results of standardized test results included in such files.

- Ability to serve as a liaison between the student and educational, social service, and employment resources outside the school.

- Ability to provide emotional support and encouragement to all students to motivate them to stay in school and perform to the maximum of their potential.

- Ability to facilitate students' decision-making skills.

- Knowledge of validated research in the area of individual learning styles and its implications for use in advisement.

Ten Tips for Top Advisors

- Allow group time to discuss problems/concerns.
- Always have a purpose. Keep expectations realistic. Focus on why we are here.
- Get to know students as people. Allow students to "gel"— talk individually with them whenever possible.
- Follow the planned agendas/activities but use your own style always. Students appreciate an agenda/purpose instead of "study time." Keep informed of grade level, academic progress, activities, and interests.
- Be firm but understanding from the start — show genuine interest and students will respond.
- Keep an open mind toward the program and be flexible with your students.
- Don't be slack on discipline just because it's advisement. Use "tough love" if necessary.
- Be prepared for hostility by some students. Because they receive no grade, they devalue the program. Don't fall into the same trap.
- Know where to go for answers. Students ask the strangest things!
- Remember, it takes time to make the program successful.

Student Advisement Programs
Product Development Committee

Sherry Brady, *Casey County High School*
Patricia Hurt, *Kentucky Department of Education*
Frieda Looney, *Madison Southern High School (retired)*
Gretchen Rogers, *Green County High School (retired)*
Carol Wheat, *Wayne County High School*

Suggested Materials for Student Advisement Programs

Self Knowledge

- *Futures*
  - Exploring the World of Work
- *The Caring Circle*, published by Hazelden Educational Materials*
- Materials from The Center for Applied Research in Education, Inc.

Career Planning

- *Futures*
  - Exploring the World of Work
  - Ways of Working
- Appalachian Education Lab materials, distributed by Meridian Education Corporation*
- *Guide to Occupational Exploration*, distributed by JIST Works*
- *Kentucky Career Guide*, Kentucky Occupational Information Coordinating Committee*

Educational and Occupational Exploration

- *Futures*
  - High School Overview
  - Curriculum Choices
  - Beyond High School
  - Kentucky Postsecondary Institutions
  - The Technical College Route
  - College Choice
  - The Application Process
  - Financing Your Education
- *Getting In*, published by Kentucky Higher Education Assistance Authority*
- *Kentucky Career Guide*, Kentucky Occupational Information Coordinating Committee*

There are many other appropriate resource materials in a variety of formats: printed, video, and software.

*Addresses may be found in Section A "For Teachers and Counselors" under Guidance Materials.

Higher Order Thinking Skills

"To think and solve problems"

It has become increasingly apparent that our students have knowledge, but often do not understand how to use that knowledge, to manipulate it to achieve their goals. Research tells us that in order to be effective in school and in life, students must be able to "process" knowledge in order to become producers. What are those "processes" which students must master? They are "thinking skills," and in particular, they are "higher order thinking skills" which enable students to become critical problem solvers and decision makers.

Goal Five of KERA gives a specific charge: "Develop student's ability ***to think and solve problems*** both in school situations and in a variety of situations similar to what he or she will encounter in life."

Given that charge and current research, ***Futures*** presents an excellent opportunity to provide students with practice in both decision making and problem solving. In the section, "The Road Ahead," the strategies of decision making and problem solving will be delineated. The subskills relative to these strategies will be highlighted and material within ***Futures*** relative to each strategy will be referenced.

Teaching *for* thinking

As parents, teachers, and counselors, it is necessary to understand the conditions that are necessary for students to develop facility in using thinking skills. In *Developing Minds* Art Costa interprets Ron Brandt's three-component program for the teaching of thinking skills:

- teaching ***for*** thinking,
- teaching ***of*** thinking,
- teaching ***about*** thinking.

Teaching ***for*** thinking is arranging the environment so that students have ample opportunities for thinking; teaching ***of*** thinking is the direct instruction of the skill itself; and teaching ***about*** thinking is helping students to analyze what is happening when thinking occurs. Of particular interest within this document is teaching ***for*** thinking.

Futures offers multiple opportunities for adults to raise questions and pose problems as students grapple with the complexities of life. The student's environment can be structured by the adults in his or her life to provide such activities for thinking. Costa advocates that adults:

- make time for students to have the opportunity to think;
- value students' thinking;
- secure materials to support thinking;
- help students to evaluate their growth in thinking.

Additionally, adults should respond to students' thinking in such a way as to maintain an atmosphere of trust -- an atmosphere where students feel free to take risks. This requires that adults must respond in a nonjudgmental way. Perhaps the most critical part of teaching for thinking is that adults must model the kinds of thinking behaviors they wish to see the students adopt.

The supportive atmosphere described above helps to foster certain attitudes or dispositions within the students. In turn these attitudes or dispositions enable students to achieve facility in the use of higher order thinking skills. The following is an incomplete list of dispositions which facilitate "thinking:"

- being willing to change if given legitimate reasons for doing so;
- willing to take a stand;
- being sensitive to the feelings of others;
- being empathetic;
- thinking independently;
- investigating one's own thinking; and
- understanding the connections between thoughts and feelings.

Thinking skills for "real life"

Critical thinking skills are relative to every facet of life. The use of critical thinking skills enables persons to be not just "consumers," but more importantly -- "producers." ***Futures*** offers guidelines for employing critical thinking skills in "real-life" situations important to students. This is teaching ***for*** thinking. Teaching ***of*** thinking, the direct instruction of the skill, should be performed by the classroom teacher who works with the student on a daily basis. Teaching ***about*** thinking, metacognition, can be discussed by any adult working with the student. There will be ample opportunities when the adult can ask, "What happened when you did this?" or "How did you do this?" Asking the student to explain and review his use of the processing skills will help increase his facility in the strategy and in time the processes will be internalized. This knowledge of and practice in the processing skills has great transferability to "real-life" situations the student will face as an adult.

(Contributed by ***Peggy Reeder****, retired Instructional Supervisor for Russellville Independent Schools. Mrs. Reeder has developed systemwide strategies for the infusion of thinking skills into the curriculum in Russellville and other systems in Kentucky. Her contribution is gratefully acknowledged.)*

Sources:

Art Costa, Editor, *Developing Minds, Rev. Ed.* Vol. I and II, ASCD, Alexandria, 1991.

Art Costa and Lawrence Lowery, *Techniques for Teaching Thinking*, Critical Thinking Press and Software, Pacific Grove, 1989.

Writing Effective Recommendations

To teachers and counselors

As students start preparing their college applications, you may be asked to write recommendations. You'll want to present your student accurately, but with an accent on the positive. Make sure you know enough about your student to be able to do this. If interaction in class hasn't given you a full picture, why not ask your student to complete a questionnaire or write an essay answering questions such as:

- What are your academic interests? Classes liked? Disliked?
- What interests and hobbies have you followed consistently?
- Is your high school record a good measure of your abilities? If not, what is?
- What summer, travel, or work experiences have made a difference to you?
- Have you lived in or traveled to different locations?
- What are your strengths? Your weaknesses?
- What person has influenced you greatly? Why?

Avoid these problems

Effective recommendations portray students as distinct individuals. Try the following to improve your recommendations:

- Avoid cliches like "wonderful person" or "fine student." Try to be focused and specific. An example such as "Amy did an outstanding report on alcoholism by locating and interviewing a researcher from the university," can illustrate your point.
- Avoid repeating facts available elsewhere unless they relate to your comments. It's fine, however, to elaborate on a special talent or achievement to convey strong characteristics.
- Make sure your recommendation is neat, preferably typed and free of errors. Keep a copy for your files.

Be honest yet positive

When you write the recommendation:

- Introduce yourself and describe your relationship with the student.
- Point out the student's achievements and skills developed in your class or elsewhere, if you know of them.
- Discuss your student in the context of the larger school or community if you have real knowledge of his activities.
- Assess your student's ability, achievement, and character honestly. Even a negative can be expressed in terms of growth such as "Occasionally Tim over-commits himself to activities, but that has helped him learn to use his time well."

Source:
Kenneth W. Hitchner with Anne Tifft-Hitchner, *A Survival Guide for the Secondary School Counselor*, The Center for Applied Research in Education, Inc., West Nyack, New York, 1987.

Guidance Materials

The following list has been compiled from many sources, including suggestions of favorite materials from counselors around the state. ***Also, check out the Internet for many more sources of helpful information.*** In future editions, the list can be updated, so send your ideas to:

FUTURES
Council on Postsecondary Education
1024 Capital Center Drive, Ste 320
Frankfort, KY 40601-8204
502/573-1555; FAX 502/573-1535
randy.overton@mail.state.ky.us

ACT assessment

ACT has a comprehensive system of assessment, starting with the 8th grade. The Educational Planning and Assessment System (EPAS) provides an interrelated sequence of assessments to measure student development.

Explore - assesses students' academic progress at the 8th grade, helps them understand range of career options, and assists in developing coursework plan that prepares them to achieve post-high school ambitions.

PLAN (formerly P-ACT+) - assesses English, math, reading, and science reasoning; estimates range of ACT composite; provides information on study skills, interests, and educational and career planning.

ACT Assessment - assesses academic development and facilitates student postsecondary planning and transition.

Work Keys - monitors students' progress in attaining workplace skills, provides outcomes measures to assist students in seeking and securing employment, and facilitates student planning for and transition into the workplace.

For further information, write: ACT Southeast Regional Office, 3355 Lenox Road, N.E., Suite 320, Atlanta, GA 30326-1332; Phone: 404/231-1952 FAX: 404/231-5495, or check out their website: http://www.act.org

Alcoholism, services for families

Facing Up to Alcoholism in the Family, available from Pamphlet Library, Frankfort Habilitation,
3755 U.S. 127 South, Frankfort, KY 40601; 502/227-9529, FAX 502/227-7191. FREE

Building self-esteem

Feed Your Head by Earl Hipp, and other excellent titles on self-esteem and personal growth, from Hazelden Educational Services, P.O. Box 11, Center City, MN, 55012-0176; Phone: 800/257-7810.
http://www.hazelden.org

Guidance Club for Teens, videos on self-esteem, motivation, school success, substance abuse, and dealing with feelings. Ready Reference Press, P.O. Box 5249, Santa Monica, CA 90409; Phone: 800/424-5627.

Career exploration

Career Choices - A 9 to 18-week course designed to introduce middle school students to a broad range of career opportunities. Includes assessment of students aptitudes, abilities, interests, and learning styles to assist in identifying careers and planning a career path. Contact: Career and Technical Education, Kentucky Department of Education, Capital Plaza Tower, 500 Mero Street, Frankfort, KY 40601; Phone: 502/564-3472.

Choices Career Search *(high school)* comes alive with Choices! Multimedia, graphics and point and click interaction motivate high school students to explore career and education options. *Choices* is user-centered, friendly, flexible, and fast. Students can save sessions for ongoing work. Contact Ruth Boxley, Area Manager, 328 Donna Drive, Hopkinsville, KY 42240; Phone: 270/885-8490 or 877/816-4977, E-mail: rfboxley@aol.com

Complete Guide for Occupational Exploration, JIST Works, Inc., 720 N. Park Ave., Indianapolis, IN 46202; $34.95. (Works well with *Futures*).

Directory of Kentucky Health Career Programs, Cabinet for Workforce Development, Capital Plaza Tower, 20th floor, Frankfort, KY 40601; Phone: 502/564-2890; FREE.

Discover, an extensive computer-based program designed to help students with educational planning and career exploration. Available for junior high and middle schools, high schools or colleges, and adults. Contact: Director, Career Planning Services, ACT, 3355 Lenox Road NE, Suite 320, Atlanta, GA 30326-1332.
http://www.act.org/discover
Phone: 800/498-6068

Get a Life, a personal planning portfolio; sold in packages of 25, 50 and 100. Package of 100 is $185. Available from American School Counselor Assoc., Publications, P. O. Box 960, Herndon, VA 22070; Phone: 800/401-2404 FAX: 703/689-0660.

Kentucky Career Guide, 1999-2000 Edition, Kentucky Occupational Information Coordinating Committee, Capital Plaza Tower, 20th Floor, 500 Mero St, Frankfort, KY 40601; FREE. http://www.state.ky.us/agencies/wforce/koicc.htm

Military Careers Guide and *Military Career Paths,* U.S. Department of Defense, Washington, DC; FREE.

Occupational Outlook Handbook, U.S. Department of Labor, distributed by JIST Works, Inc., 720 N. Park Ave., Indianapolis, IN 46202; $34.95. Phone: 800-JIST-USA.

Realizing the Dream: Career Planning for the 21st Century, kits containing separate guides for parents and students, with video. For information, write or call ACT Educational Services, P.O. Box 168, Iowa City, IA 52243-0168;
Phone: 319/337-1379
http://www.act.org

Sunburst Communications, extensive list of videos on career education. Available from Sunburst, Audio-Visual Division, 101 Castleton Street, Pleasantville, NY 10570;
Phone: 800/431-1934.
http://www.nysunburst.com

(Also see "Organizations with career programs")

Child Abuse

Child Abuse, Neglect and Dependency: A Guide for People Who Work with Children in Kentucky, Pamphlet Library, 3755 U.S. 127 South, Frankfort, KY 40601; Phone: 502/564-2136; FREE.

Conflict Resolution, Alternative Approaches to Resolving Conflict, University of Kentucky, Extension Office, 212 Scovell Hall, Lexington, KY 40546-0064.

Financial aid

ACT Financial Aid Need Estimator, (for dependent students only), 2255 North Dubuque Rd., P.O. Box 4029, Iowa City, IA 52244-9935.

CollegeCosts and Financial Aid Handbook, College Board Publications, Box 886, New York, NY 10101-0886; $16. http://www.collegeboard.com

The College Blue Book, Scholarships, Fellowships and Loans, 1999 Edition, Amazon Books; $75; http://www.amazon.com

Don't Miss Out: The Ambitious Student's Guide to Financial Aid, 1998 (22nd Ed), Amazon Books, $6.40 http://www.amazon.com

Getting In, Kentucky Higher Education Assistance Authority, (KHEAA) 1050 U.S. 127 South, Frankfort, KY 40601-4395; FREE. http:/www.kheaa.state.ky.us

How to Pay for Your Child's College Education (Real Life, Real Answers), Amazon Books; $4.95 + $2.35 special surcharge (Special Order) http://www.amazon.com

Need A Lift?, The American Legion; updated annually. Contains a scholarship research application called College Aid Sources for Higher Education (CASHE). Using information from the application, a database of over 150,000 entries is researched to match the applicant to available financial aid. It is a compilation of funding sources – scholarships, fellowships, grants, work-study programs, alternate and private loan programs. The American Legion, National Emblem Sales, P.O. Box 1050, Indianapolis, IN 46206; prepaid $4.95. http://www.legion.org/educasst.htm

Student Guide to Financial Aid from U.S.

Department of Education, Grants, Loans and Work Study, 1998; FREE.
http://www.ed.gov/finaid.html.
Phone: 800/433-3243

Gender Equity

Creating Gender Equity in Your Teaching, College of Engineering, University of California, Davis, 1994; Phone: 530/752-2071.

Subject Guide to Gender Equity Resources. Excellent materials on sex equity and related issues including career development, guidance/ counseling, and single parents. Materials suitable for secondary or adult students may be borrowed for 3 weeks plus transit time. For information, call or write: Kentucky Gender Equity Resource Center, Media and Curriculum Resources, Murray State University, Murray, KY 42071-0009; Phone: 270/762-2850. Email:media@murraystate.edu

General interest resources

Resources for Changing Lives, a resource center for training, materials, and services in adult education. Contact: The Center for Adult Education and Literacy, 1049 U.S. 127 South, Suites 3 & 4, Frankfort, KY 40601; Phone: 502/564-5114.

A Survival Guide for the Secondary School Counselor, Hitchner, Kenneth W., The Center for Applied Research in Education, Inc., P.O. Box 430, West Nyack, New York, 10994; $29.95. (Everyone's favorite resource, mentioned by most responding counselors.)

Kentucky Counselor Association (KCA), toll-free information hotline, 800/350-4KCA (4522) http://www.kyca.org

Kentucky School Directory (one per school free) and *Kentucky School Laws*, Department of Education, Publications Center, 19th Floor, Capital Plaza Tower, 500 Mero Street, Frankfort, KY 40601. http://www.kde.state.ky.us

National Advisory List of Contests and Activities, 1997/98; National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091; $5.00.

1999 Educational Opportunity Guide: A Directory of Programs for the Gifted, Talent Identification Program (TIP), Duke University, 1121 W. Main Street, Suite 100, Durham, NC 27701; $15.

Advisement Programs: A New Look at an Old Practice, National Association of Secondary School Principals, 1904 Association Drive, Reston VA 22091; $7.00.

Interest inventories

COP System Career Measurement, includes COPS Interest Inventory, CAPS Ability Battery and COPES Values Survey for maximum career evaluation. Available from: EDITS, P.O. Box 7234, San Diego, CA 92167; $125.50 for 25; Phone: 619/488-1666. http://www.edits.net

Job-O, CFKR Career Materials, 11860 Kemper Road, Unit 7, Auburn, CA 95603; 800/525-5626.
General career interest inventory, available for grades 7-10 or grades 10-12. CFKR has extensive catalog of career, college planning, job and life skills materials. $50 for 25 reusable booklets/ answer folders.

KUDER Interest Survey, CTB/McGraw-Hill, P. O. Box 150, Monterey, CA 93942; 800/538-9547. General interest or occupational interest inventories. Call or write for catalog. http://www.ctb.com

Strong & Campbell Interest Inventory, a highly recommended inventory that can be administered to individuals or groups by qualified counselors or teachers. Available from: Consulting Psychology Press, 3803 E. Bayshore, Palo Alto, CA, 94303 Phone: 800/624-1765. http://www.cppdb.com

System for Assessment and Group Evaluation (SAGE), Revised, Pesco International, 21 Paulding Street, Pleasantville, NY 10570;
Phone: 800/431-2016; FAX: 914/769-2970. (Assesses job-related interests, general learning level, ability to learn tasks and adapt to surroundings. Also includes the C.I.T.E. Learning Styles Inventory. Complete report writing capability on-line.) http://www.pesco.org

Learning Styles

C.I.T.E. Learning Styles Inventory, available from Pesco International, 21 Paulding Street, Pleasantville, NY 10570. Phone: 800/431-2016.

New Students - New Learning Styles, by Charles C. Schroeder. Discussion of changing needs of students and faculty adjustments. Primarily based on Myers-Briggs assessment. http://www.bergen.org

Postsecondary education options

American Trade School Directory, Croner Publications, 34 Jericho Turnpike, Jericho, NY11754; $54.95.

The College Blue Book, 26th edition. This completely revised and updated reference remains the definitive guide to thousands of 2-and 4-year schools in the U.S. and Canada, their programs, degrees, and financial aid sources. Five volume set - $340.50

College Knowledge: What you Need to Know Before You Go, Jennifer Tressell, Carnegie Communications, Inc., 244 Winchester Ave., Suite 217, White Plains, NY 10604; $9.00.

The College Handbook, College Board Publications, P.O. Box 886, New York, NY 10101-0886; The College Board's official, up-to-date guide to colleges. http://www.collegeboard.org

College Planning Guide, a presentation with paper graphics to make overhead transparencies, ACT, 3355 Lenox Road NE, Ste. 320, Atlanta, GA, 30326-1332; Phone: 404/231-1952.

(There are many other useful college directories such as Barron's *College Guide,* Peterson's *Guide to Four-Year Colleges,* etc. Search the Internet for more.)

Counselors' Desk Set, Octameron Associates, P.O. Box 2748, Alexandria, VA 22301. Set includes *Don't Miss Out, The A's and B's of Academic Scholarships, Admit One: Your Guide to College Applications.* Phone: 703/836-5480.

Octameron also publishes *I Am Somebody,* an excellent guide to college admissions for minority and disadvantaged students. Each book is approximately $7.

Discover, an extensive computer-based program designed to help students with educational planning and career exploration. See listing under Career Exploration.

Getting In, Kentucky Higher Education Assistance Authority, (KHEAA) 1050 U.S. 127 South, Frankfort, KY 40601-4395; FREE. http://www.kheaa.state.ky.us

Handbook of Private Accredited Trade and Technical Schools, National Association of Technical and Trade Schools, 2251 Wisconsin Ave. N.W., Washington, DC 20007; FREE.

Kentucky Postsecondary Educational Opportunities, Kentucky Occupational Information Coordinating Committee, 20th Floor, Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601; FREE. Phone: 502/564-4258.

National Directory of Four Year Colleges, Two Year Colleges and Postsecondary Training Programs for Young People with Learning Disabilities, Fielding, P.M., editor, 7th Edition, 1993, Partners in Publishing, P.O. Box 50347, Tulsa, OK 74150; $21.95.

School to Work Resources Catalog, Publications Unit, Dept. A, University of Wisconsin-Madison, 964 Educational Sciences Bldg., 1025 W. Johnson, Madison, WI 53706; Phone: 800/446-0399; FREE. http://www.cew.wisc.edu

Service Learning

The Adventure of Adolescence: Middle School Students and Community Service, Catherine Z. Rolzinski, 1990. Youth Service America, 1101 15th Street, Suite 200, Washington, DC 20005; 202/296-2992; $12.00.

Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum, Rich Willits Cairn and Dr. James C. Kielsmeier, Editors, April 1991. National Youth Leadership Council, 1910 West County Road B, Roseville, NM 55113.

Youth Service, A Guidebook for Developing and Operating Effective Programs, Dan Conrad and Diane Hedin, 1987. Independent Sector, P O Box 451, Annapolis Junction, Maryland 10701;
Phone: 202/223-8100; $12.50.

Youth Net 21 and Exploring Citizenship - My Community, University of Kentucky Extension Office, 212 Scovell Hall, Lexington, KY 40546-0064. Phone: 606/257-5961. http://www.uky.edu

Study skills

Excellent series on study skills available in print or computer version from ACT. The series contains:

- *How To Study*
- *How To Listen*
- *Taking Class Notes*
- *Time Management*
- *How to Take Tests*

Print version: packets of 25 cost $28; preview kit, $15. A version for adult students is now available. Computer version (MS-DOS or Apple 3 1/2" and 5 1/4"). Single site, $229; computer network, $575.
ACT Publications Sales, P.O. Box 168,
Iowa City, IA 52243-0168; Phone: 800/553-6244.
http://www.act.org

Test preparation

Official Guide to the ACT Assessment, section-by-section analysis of tests focusing on problem solving methods, test-taking strategies; contains real ACT tests; Harcourt Brace and Company;
Phone: 800/346-8648; $16.

Educational Videos for Preparing for the ACT. Annie's Book Stop, 1924 West 10th Ave., Kenewick, WA; Math Review, $39.95; Verbal Review, $39.95.

College Board Publications:

PRACTICE TESTS (Books) 10 Real SATs, $17.95. Educators agree that the best way to prepare for the SAT is to practice on full-length, actual exams. The more students practice on the tests in this book,

the more they'll feel at ease with the format and content of the test.
the better they'll understand the directions for each type of question.
the more effectively they'll use their test-taking time.

Contact: College Board Publications, 45 Columbus Avenue, New York, NY 10023-6992.
http://www.collegeboard.org

People and Program Resources

◆ State agencies

Cabinet for Families and Children

275 East Main Street
Frankfort, KY 40601
All departments have the same address, different phone numbers.
http://www.cfc.chs-chr.state.ky.us

Family Resource and Youth Services Centers
502/564-4986
Centers work with school, public and private agencies to link at-risk students to government and community programs which can help and, thereby, enhance the students' abilities to succeed in class.

Independent Living Program
502/564-2136
The Independent Living Program offers services to adolescents in foster care through training in independent living skills and employment counseling for teens who become independent at 18; includes mentoring, tuition assistance, and support groups.

Department for Social Insurance
502/564-3703
Medicaid eligibility
Administers programs including Aid to Families with Dependent Children (AFDC), Food Stamp program, Medicaid for the medically indigent and Job Opportunities and Basic Skills (JOBS).

Department for Social Services
502/564-4650
Many services for families and children including, but not limited to, foster care, adoption services, residential treatment programs for emotionally troubled juveniles, and Family Preservation programs, short-term intensive services for at-risk families.

Department of Education

http://www.kde.state.ky.us

AVID Program
Kentucky AVID Coordinator
Central High Magnet Career Academy
1130 West Chestnut Street
Louisville, KY 40203
502/485-8183

Bureau of Learning Support Services
17th Floor Capital Plaza Tower, 500 Mero Street, Frankfort, KY 40601
502/564-3301
Administers all federal programs, extended school services program, and counseling program.

Division of Secondary Vocational Education
21st Floor Capital Plaza Tower, 500 Mero Street, Frankfort, KY 40601
502/564-3472
Secondary Vocational Education programs available to students in all local school districts include Agriculture, Business Education, Health Careers, Home Economics, Industrial/Technology, Marketing, and Special Vocational Programs.

Office of Curriculum, Assessment and Accountability Services
18th &19th Floors, Capital Plaza Tower,
500 Mero Street,
Frankfort, KY 40601
502/564-4394
Administers curriculum and new assessments under KERA.

Health Services Cabinet

275 East Main Street
Frankfort, KY 40601
http://www.cfc.chs-chr.state.ky.us

Department of Mental Health and Mental Retardation Services
502/564-4527
DISK, Drug Information Service for Kentucky
800/432-9337
Services include counseling, outpatient substance abuse treatment, and developmental therapy programs at regional community Comprehensive Care Centers and residential psychiatric treatment in state hospital facilities.

For information on local drug and alcohol services, call the local ***Comprehensive Care Center***.

To contact ***Alcoholics Anonymous/Alanon/ Alateen*** (self-help groups), call local number or regional offices:

Lexington:	606/276-2917
Louisville:	502/582-1849
Frankfort:	502/227-4729

Kentucky Community and Technical College System (KCTCS)

2760 Research Park Drive
P O Box 14092
Lexington, KY 40511-8482
606/246-3100
FAX: 606/246-3117

KCTCS blends two educational systems with long histories of service to Kentucky communities: 13 University of Kentucky community colleges and 15 technical colleges in Kentucky Tech. KCTCS provides students access to career training, university transfer, and lifelong learning.

Workforce Development Cabinet

Department for Adult Education and Literacy

3rd Floor, Capital Plaza Tower
Frankfort, KY 40601
502/564-5114
Adults can improve their basic education and literacy skills and work toward a GED through a statewide network of programs offering individualized and small group instruction.

Department for the Blind

209 St. Clair Street, 4th Floor
Frankfort, KY 40601
1-800-321-6668
Operates vocational rehabilitation offices to assist individuals with visual disabilities in preparing for and obtaining employment; also operates a rehabilitation center providing personal adjustment services and training in independent living skills.

Department for Employment Services

275 East Main Street, 2 West CHR Building
Frankfort, KY 40601
502/564-5331
Services include job counseling, training assistance, placement, unemployment insurance, and summer employment for disadvantaged youth.

Department of Vocational Rehabilitation

209 St. Clair Street, 2nd Floor
Frankfort, KY 40601
502/564-4440
Assists individuals who have a wide variety of physical and mental disabilities in preparing for suitable careers, finding jobs, and succeeding in the workplace.

Kentucky Occupational Information Coordinating Committee (KOICC)

20th Floor, Capital Plaza Tower, 500 Mero Street
Frankfort, KY 40601
502/564-4258
Information on educational opportunities, career fields, and occupational outlook is provided free to employment and school counselors, students, and unemployed adults through the Kentucky Career Information System. Collects data and provides information on business and industry trends.

Parent/Child Education

PACE Coordinator
Workforce Development Cabinet
Department for Adult Education and Literacy
3rd Floor, Capital Plaza Tower, 500 Mero Street,
Frankfort, KY 40601
502/564-5114
Adults can improve basic and parental skills and work toward a GED while their children develop learning skills in a preschool setting. Not available in all counties.

◆ Proprietary Education

State Board for Proprietary Education

P.O. Box 456, Berry Hill Annex
Frankfort, KY 40601
502/564-4233
Designated to license and regulate two year or less privately-owned educational institutions for the Commonwealth to ensure that state and federal laws are followed, protecting the rights of enrolled students.

◆ Services to unwed mothers

Florence Crittenton Home School
519 West 4th Street
Lexington, KY 40508
606/252-8636

◆ Professional organizations

Kentucky Association of Educational Opportunity Program Personnel (KAEOPP)

Upward Bound
Contact: Jennifer VanWas
Murray State University
Murray, KY 42071
270/762-4492

Kentucky Counseling Association (KCA)
Contact: Bill Braden, KCA Executive Director
622 Timothy Drive
Frankfort, KY 40601-4432
502/223-3007
FAX: 800/350-4452

KCA operates a hotline for counselors: 1-800/350-4KCA (4522) and also has a website: http://www.kyca.org

Kentucky Association for Secondary College Admissions Counselors (KASCAC)
Contact: Mike Konopski
Office of Admissions
Georgetown College
Georgetown, KY 40324
502/863-8009 or 800/788-9985

◆ Special organizations related to education

Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601-8204
502-573-1555; Fax: 502/573-1535
http://www.cpe.state.ky.us

The Council on Postsecondary Education serves as the coordinating agency for public community and technical colleges and universities in the Commonwealth. Some programs administered by Council staff are:

Academic Common Market
Eisenhower Math & Science Program
Futures: *Your Guide to Life after High School*
Governor's Minority Student College Preparation Program
PEPP (Professional Education Preparation Program)
Pre-College Curriculum

Forward in the Fifth
433 Chestnut Street
Berea, KY 40403
606/986-3696
FAX: 606/986-1299
Email: geager@fif.org

A private non-profit organization promoting better education through local community groups in 38 southern and eastern counties. Watch for our website in the near future.

GHEENS Foundation, Inc.
One Riverfront Plaza, Suite 705
Louisville, KY 40202
502/584-4650

Makes grants to qualified non-profit organizations.

Kentucky Higher Education Assistance Authority (KHEAA)
1050 U.S. 127 South
Frankfort, KY 40601-4395
502/696-7200
800/928-8926
http://www.kheaa.state.ky.us

Administers several financial aid programs to help students with the costs of their higher education.

The Lincoln Foundation
233 West Broadway, Suite 120
Louisville, KY 40202
502/585-4733
FAX: 502/585-9648

Provides outreach, advocacy, scholarships, and loans to disadvantaged students in the Jefferson County area.

The Prichard Committee
P. O. Box 1658
Lexington, KY 40588
606/233-9849
FAX: 606/233-0760

A non-profit, non-partisan organization of parents and volunteer citizens. Its mission is to provide a public voice advocating vastly improved education for all Kentuckians.

◆ Organizations with career programs

4-H Extension Program
University of Kentucky
212 Scovell Hall
Lexington, KY 40546-0064
Phone: 606/257-5961; E-mail: 4-h@ca.uky.edu

Career exploration units and leader's guides.

- Grades 7-9: explores areas of personal interest relative to careers and training needs for various jobs.
- Grades 9-12: focuses on employment-seeking skills.

Boy Scouts of America
Contact:
Bluegrass Council
415 N. Broadway
Lexington, KY 40508-1301
606/231-7811
or
Lincoln Heritage Council
824 Phillips Lane
Louisville, KY 40233-6374
502/361-2624
http://www.maxhost.com/lhcbsa

Through the Explorer Programs, BSA can provide speakers, in-school seminars, or career days for grades 9, 10, & 11. Also, a curriculum titled "Learning for Life" is available with workshops intended to develop career goals and self-awareness for students in grades 7 - 12.
http://www.bsa.scouting.org

Future Business Leaders of America (FBLA)
Kentucky State Office
2017 Capital Plaza Tower, 21st Floor
500 Mero Street
Frankfort KY 40601
502/564-8324 or 502/252-5109
FBLA promotes the transition from school to post-secondary education, work, or the military by striving to develop competent, aggressive business leaders.

Health Occupations Students of America (HOSA)
Department for Technical Education
20th Floor, Capital Plaza Tower
Frankfort, KY 40601
502/564-4286
Promoting leadership development, motivation, and recognition for students in Health Occupations Education programs.

Junior Achievement
JA offers three major program units:
- Business Basics - K-6 initiatives; practical information about the organization and operation of businesses, cities, states.
- Project Business - for grades 7, 8 and 9; a 12 to 20 week curriculum presented by a volunteer business consultant.
- Applied Economics - for high school students; a course which offers students the opportunity to study the principles of economics for academic credit.

For information, contact the closest JA office:

JA of the Bluegrass, Inc.
3166 Custer Drive, Suite 301
Lexington, KY 40517
606/273-7737

JA of Kentuckiana, Inc.
8911 Shelbyville Road
Louisville, KY 40222/40224
502/425-8833

JA of the Ohio Valley, Inc.
3314 Winchester Avenue
Ashland, KY 41101/41105
606/329-1699 or 606/324-0447

JA of Owensboro Inc.
1208 West Tamarack Road
Owensboro, KY 42301
270/684-7291

JA of South Central Kentucky, Inc.
440 1/2 East Main Avenue
Bowling Green, KY 42101
270/782-0280

Vocational Industrial Clubs of America (VICA)
Department for Technical Education
20th Floor, Capital Plaza Tower
Frankfort, KY 40601
Phone: 502/564-4286
A partnership of technical/vocational students and instructors with business and industry personnel, promoting problem solving, teamwork, and leadership skills.

◆ Mentoring

If interested in mentors for students, consider contacting a Student Volunteer Coordinator or Experimental Education Program at the nearest college or university. Many schools are promoting "service learning" through mentoring and other projects.

Kentucky Mentors Program
Kentucky Academy of Science
P.O. Box 4484
Lexington, KY 40544-4484
606/323-5418

The Academy maintains a directory of women in medicine, dentistry, engineering, and other sciences who are willing to become mentors for younger women in middle and secondary schools who are interested in scientific careers.

◆ Other resources

Local resources:
- Adult learning centers
- Business and professional people
- Churches
- Clubs and organizations
- Electric cooperative offices
- Judges and law-enforcement personnel
- Military recruiters
- Newspapers and radio stations

Colleges and universities:
- Admission officers (in Kentucky postsecondary institutions)
- Financial aid officers (in Kentucky postsecondary institutions)
- Professors (particularly those in counselor education)
- Media libraries

Proprietary trade schools:
- Teachers
- Counselors
- Admissions specialists
- Financial aid officers
- Co-op coordinators and placement officers

Kentucky Educational Television (KET):
- K-12 Instructional ITV
- Telecourses
- Adult Education
- Professional Development
- Distance Learning
- Arts & Culture
- Parenting

◆ Special programs

Vocational aptitude tests

ASVAB (Armed Services Vocational Aptitude Battery) testing includes The Interest Finder, a vocational interest inventory (FREE).

For assistance or referral to other ASVAB specialists, contact:

Carl Baldwin
Education Services Specialist
Military Entrance Processing Station
Room 477
600 Martin Luther King, Jr. Place
Louisville, KY 40202-2230
Phone: 502/582-5922 ext., 2241
or 800/323-0513 ext., 2241

CAREER CONNECTIONS Assessment Centers (Kentucky Community and Technical College System)
Career Planning centers providing individuals an assessment process to identify aptitudes, interests, and academic readiness. Contact KCTCS, Student Affairs Division, at: 606-246-3100 for information or referral to the center nearest you. Assessments are free for those who enroll in a Kentucky Technical College.

Enrichment

TRIO programs: Phone numbers are listed in *Futures* Section *D— Beyond the Classroom*

Financial Aid

Kentucky Higher Education Assistance
Authority (KHEAA)
1050 U.S. 127 South
Frankfort, KY 40601-4395
Phone: 502/696-7200
http://www.kheaa.state.ky.us

Home study

GED on TV, the study-at-home program sponsored by KET, 800/538-4433
FAX: 606/783-5176

KET telecourses: Telecourses are fully accredited college-level courses brought to you by means of television. Kentucky universities, community colleges and a number of independent institutions offer credit for KET telecourses.
Phone: 606/258-7000
http://www.ket.org

Science and Health Careers Outreach Program -

University of Kentucky
Chandler Medical Center
Lexington, KY 40536-0078
Phone: 606/257-6440
E-mail: dfrazie@pop.uky.edu

Various programs for pre-college students are administered under the University of Kentucky Chandler Medical Center's Outreach Center for Science and Health Career Opportunities, including summer research experiences, summer science enrichment programs, Medical Center tours, and science programs in the schools.

University of Kentucky College of Medicine and Science Hotline -

Toll-free number that students and teachers may call for answers to substantive science-related questions and for resource materials needed for school science activities. Questions and requests are directed to the appropriate department. The Hotline number is 877/465-0208.

NO PASS...
...NO DRIVE!*

DID YOU KNOW that there is a NO PASS...NO DRIVE LAW for 16- and 17-year-old students?

DID YOU KNOW that this law states that if a student does not pass four classes (or the equivalent), has nine unexcused absences, or drops out of school, the student's driver's license can be taken away or the driving permit can be denied?

DID YOU KNOW that the ______________ COUNTY PUBLIC SCHOOLS are implementing NO PASS...NO DRIVE?

DID YOU KNOW that the ______________ COUNTY PUBLIC SCHOOLS have alternative programs to help students be successful in school?

FOR MORE INFORMATION CONTACT
YOUR SCHOOL COUNSELOR OR CALL
______________ COUNTY PUBLIC SCHOOLS
ATTENDANCE OFFICE AT______________

* For school systems where NO PASS...NO DRIVE is in effect.

QUESTIONS MOST OFTEN ASKED BY PARENTS AND STUDENTS ABOUT NO PASS...NO DRIVE

QUESTION: **What qualifies a student as Academically Deficient?**

ANSWER: Academically Deficient means:

- To not pass four or more subjects (or the equivalent) in a semester.
- To drop out of school or not be enrolled.
- To have nine or more unexcused absences in a semester (suspensions are counted as unexcused absences for this law only).

QUESTION: **How does a student get a driving permit or driver's license?**

ANSWER: The Registrar at the student's school must fill out a form verifying and notarizing that a student by name, social security number, and enrollment date is in good standing.

QUESTION: **How long does it take to process a student's request for a verification form?**

ANSWER: Up to one week may be needed for this procedure. However, schools will make every effort to process each request as soon as possible. Parents do not have to be present.

QUESTION: **What are the requirements for having a driver's license reinstated?**

ANSWER: The court shall be satisfied that the license is needed to meet family obligations or family economic considerations which if unsatisfied would create an undue hardship or that the student is the only licensed driver in the household or the student is no longer considered a dropout or academically deficient.

QUESTION: **Who is responsible for revoking driving privileges?**

ANSWER: The Cabinet for Transportation in Frankfort may revoke driving privileges.

FOR ALTERNATIVE PROGRAMS TO HELP STUDENTS STAY IN SCHOOL, CHECK WITH YOUR SCHOOL COUNSELOR.

COMMONWEALLTH OF KENTUCKY
DRIVER LICENSING SCHOOL ENROLLMENT VERIFICATION or REINSTATEMENT
KRS 159.051 (No Pass/No Drive Statute)

To receive a permit, you must take to the Circuit Clerk's Office the following: this enrollment form, an original or certified copy of your birth certificate, your signed social security card, and a parent or legal guardian must be present to give their consient.

STUDENT INFORMATION

Name: ______________________ *Last* *First* *Middle* **Date of Birth:** ______________________ *Month/Date/Year*

Social Security Number: ____________ **Driver License Number:** ____________

SCHOOL INFORMATION ☐ *Public* ☐ *Private* ☐ *Home*

District: ____________ **Full Name of School** ____________

School Telephone Number: ____________ **School Address:** ____________ *P. O. Box*

______________________ *Street* *City* *State* *Zip Code*

SCHOOL CERTIFICATION

I HEREBY CERTIFY THAT THE ABOVE NOTED SCHOOL DISTRICT HAS AN ALTERNATIVE EDUCATION PROGRAM CERTIFIED BY THE KENTUCKY DEPARTMENT OF EDUCATION PURSUANT TO KRS 159.051. I HEREBY CERTIFY THAT THIS STUDENT IS IN COMPLIANCE WITH KRS 159.051.

Designee of Superintendent: ____________ *Signature* **Title:** ____________

School District: ____________ **Phone No:** ____________ **Date:** ____________ *(This verification form is invalid sixty (60) days from this date.)*

or **Private School:** ____________ *Signature of Principal*

or ***Home School:*** ____________ *Signature of Principal/Guardian*

(A parental statement for students in home schools may be used in place of this form, KRS 186.450.)

☐ **Learner Permit** (Student takes this form directly to the circuit clerk.)

☐ **Driver License** (Student takes this form directly to the circuit clerk.)

☐ **Reinstatement**

(After loss of license under provisions of KRS 159.051, the superintendent's designee will send this form to the Division of Drivers Licensing and that office will mail a letter to the student to take to the circuit clerk.)

Mail To:

Division of Drivers Licensing
Court Preparation Section
Transportation Cabinet
Second Floor, State Office Building
501 High Street
Frankfort KY 40622

Questions should be directed to:
Jerrie Gunn (502) 564-6800 ext 2233

If You Want to Work:

Kentucky Child Labor Laws

Hours of Work Permitted for Minors 14 But Not Yet 18 Years of Age

AGE	MAY NOT WORK BEFORE	MAY NOT WORK AFTER	MAXIMUM HOURS WHEN SCHOOL IS IN SESSION	MAXIMUM HOURS WHEN SCHOOL IS NOT IN SESSION
14 and 15 yrs.	7:00 a.m.	7:00 p.m. (9:00 p.m. June 1 through Labor Day)	3 hours per day Monday through Friday 8 hours per day Saturday and Sunday 18 hours per week	8 hours per day 40 hours per week
16 and 17 yrs.	6:00 a.m.	11:30 p.m. Sunday through Thursday; 1:00 a.m. Friday and Saturday when school is in session.	6 hours per day Monday through Friday; 8 hours per day Saturday and Sunday; 40 hours per week	NO RESTRICTIONS

Minors under 18 years of age shall not be permitted to work more than five (5) hours continuously without an interval of at least thirty minutes for a lunch period.

There are numerous occupations prohibited for minors 14 but not yet 16, and for all minors under 18 years of age. For further information contact:

Division of Employment Standards Apprenticeship and Training
1047 U.S. 127 South, Suite 4
Frankfort, KY 40601-4381
Phone: (502) 564-3070 FAX: (502) 564-2248
http://www.state.ky.us/agencies/labor/labrhome.htm

For a booklet containing a complete listing of prohibited occupations, contact:

U.S. Department of Labor
Wage and Hour Division
Gene Snyder Courthouse Building
601 West Broadway, Room 31
Louisville, KY 40202
502/582-5226

Before You Take That Job—

A recent survey at a large high school showed that more than 50 percent of students were working after school. Most worked from 10 to 30 hours per week at fast food restaurants and stores; most spent their money on clothes, tapes and CDs, stereos, eating out, and cars.

When asked about the effects of working on classes and school activities, there were four times as many negative comments as positive. Complaints included physical fatigue, declining grades (almost a certainty for students working over 20 hours a week), and limits on taking part in school activities. The older students were and the longer they had worked, the more they complained about negative effects. Some were so tired they skipped school to rest up – or even thought about quitting school.

Working may seem like "the thing to do" but is it really worth it? Before you take that job, think about it.

Source: "The Teenager and the World of Work: Alienation at West High?" Phi Delta Kappa, April 1990, pp.628 -631.

High School - The Road Ahead

Where are you going?

An old saying goes, "If you don't know where you're going, any road will get you there."

As you enter high school you'll want to make choices that help you keep going in the right direction during high school and beyond. You'll want to choose the right fork in the road, the one that will take you where you want to go.

Graduation — and beyond

Starting out on the four years of high school, the road looks long, and you may think it will take forever to get to graduation day. You'll be surprised at how quickly the time will pass, and how much excitement and fun you can have on the way.

How will you know when you've reached your destination?

Well, of course, you'll have earned enough credits to graduate, but along the way, you will also have sharpened skills you've been developing during the first eight grades. You'll be able to:

read with understanding.
use math effectively.
listen carefully and be able to follow directions.
write and speak clearly to express your ideas.

Not only will you earn the right number of credits in the basic subjects and strengthen the skills we listed, but you'll also make decisions that pave the way for further education, whether college, a vocational-technical school, or the military.

Where can you go for help?

Just as good drivers start a trip by checking a map and by knowing where they can ask for help, you'll begin your "trip" by checking a "map" and knowing where you can ask for help to get you to your destination.

People around you can be great resources, willing and able to answer your questions, to talk over your plans, to encourage your hopes and calm your fears.

Who are these people? Think about your teachers, counselors, coaches, and librarians at school. Outside of school, your parents, aunts and uncles, brothers and sisters, and friends can often offer you guidance and direction. The "maps" you need are the guides to high school classes. One guide is the basic group of courses required for graduation. Some classes are required for all students in the state. Your school system may require additional credits in subjects which will be valuable to you.

B

Another map is the Kentucky Pre-College Curriculum, which outlines the classes needed for entering the various colleges in the state and the rest of the country. (See the Pre-College Curriculum in Section C, "Curriculum Choices.") A third map is the vocational-technical curriculum that allows you to meet high school graduation requirements and the Pre-College Curriculum requirements while you take a full technical education schedule.

Which road will you take?

The choices you make in high school, particularly about the courses you take, are about as important as any you will make in your life. Starting with the ninth grade, the classes you choose will either make it very easy to move into college or other further training, or make it very difficult to continue on your planned trip.

If there is the slightest chance that you might go to college, take the Kentucky Pre-College Curriculum. Even if you think you are not interested, you might change your mind — so be prepared. The easy time to take the right classes is now. Otherwise, if you decide later to go to college, you must take special college courses to make up what you missed. You may not receive any college credit for those courses.

Compare what you're like today with what you were like four years ago. With all the experiences you will have in high school, you may have ideas and dreams when you're a senior that you can't even imagine now.

Think of these choices as being forks in the road. If you know where you want to go, you'll make wise choices that equip you with good basic skills. You won't take the "wrong fork" and wind up in a dead-end.

You'll need strong basic skills in reading, writing, speaking, math, and other courses. You should take classes that challenge you. No easy courses for you! Remember, in the long run you're better off taking a tough class that stretches your mind than taking an easy class just to make an "A."

Exhibit good study skills. Keep in mind that knowing how to study is really learning how to learn. Practice using your time wisely. Knowing how to plan your time is really knowing how to use it best. With those habits and knowing how to use study skills and time planning, you'll be equipped for learning whenever the need arises. With the rapid changes in today's world, you'll find you need to be equipped for life-long learning.

Join in extracurricular activities. High school isn't just classwork. When you get involved, you'll enjoy the activities, make friends, and learn valuable skills at the same time.

Rules of the Road

If you want to become a good driver, you'll need to learn the rules of the road. If you want to become a good student, you'll need to know what keeps you on course in the classroom.

What counts in the classroom?

Choose your spot in class.

Sit close to the front of the classroom when you can. That's an amazingly easy way to improve your powers of concentration!

Preview your textbook.

Find out what will be covered the next day and look at it the night before. Read the title, the first paragraph, and the first sentence of the rest of the assignment. You'll gain confidence to join the discussions.

Take part in classroom discussions and group projects.

Come on, speak up. Don't worry about sounding silly. Talking about the subject is one of the best ways to learn and to make sure you understand. In a group, communicate your ideas and do your share of the work.

Ask questions.

If you're having trouble grasping an idea, chances are, others in the class didn't get it either. You'll be doing yourself, and others, a favor by asking questions.

Complete class assignments — on time.

Even better, try to finish a little early just in case some last minute interruption comes up. (A sudden need for a pizza? A last chance to see a super movie? One never knows!) Instead of coming up with the most original excuse for being late, do yourself a favor — just do the assignment on time!

Practice basic skills.

Use your reading in math, your writing in history, your algebra in science. Be *aware* that you are using these skills. Not only will you improve your skill level, but you'll also begin to see that subjects really do relate to each other.

Acquire skills that make life easier.

Do what it takes to learn to type and to use a computer. Both skills are invaluable for college and in work. Ask your counselor for help in fitting those into your schedule. If your school class load is already full, how about a summer class?

Take class notes, then review.

Listen for the main ideas and key terms, then write them in notes to review later. Don't make an effort to take down every word.

Learn the writing process.

Plan, write, edit, and rewrite. Would you be surprised to know that even accomplished writers may revise and rewrite a page several times before they are satisfied? Accept the idea that you won't have the finished product on the first try, and you'll have made a big step toward becoming a good writer. Skillful writing takes time, practice, and patience.

Good Study Skills

The way to classroom success

Motivation to do well is important to becoming a good student, or a high achiever. In addition, grades are partially a result of intelligence or "brains" — we've all got them. Still, when it comes to explaining the difference between high and low achievers, research shows that "brains" and motivation account for about 50 percent of achievement, and good study skills account for the other 50 percent. Think about that: Good study skills can often turn a "C" student into a "B" or even an "A" student.

Improving your study habits will go a long way toward helping you get good grades in high school. You'll probably increase your ACT scores, too, since these are based on specific subjects. Think of all the practice you can get in the four years of high school! You'll be ready for the academic fast lane in college or other training — where fast reflexes and quick timing are essential for you to run a good race.

The good news is that with practice, you can improve your study skills. Studying well and with purpose means you can help to make your own good luck!

Managing time

Time management is the most important skill to master. Without it, you won't have time to learn the other skills. Managing time, or budgeting your days and nights, will allow for essentials like eating, sleeping, going to classes, spending time with friends, working, (not to mention cleaning your room), and time to study, too.

Begin now to spend time thinking about your study skills. Decide what's important to do; then decide when and where to do it. Study efficiently in the time you have set aside. Effectively is the key idea because no one wants to study more than necessary.

When and where you study are important for several reasons. You will be able to concentrate best if you turn off the TV or music, find yourself a quiet place, and study as soon as you can after school. If you wait until late at night you may find yourself too tired to stay awake.

Schedule some study time for most of your subjects every day. By reviewing and even adding to your class notes on the same day that the class meets, you will reinforce learning before you forget. Your learning will become more efficient. Plan your good times and your study times (which might also be fun, especially when studying with friends), and you will feel in charge of your life.

Reading — for facts and fun

Reading well is the cornerstone of learning. The rewards of reading can't be emphasized enough. Through reading you collect information, learn to express ideas, and develop the vocabulary to say what you mean. Now, while you're in high school, is the time to work on your reading skills.

Even if you don't yet have the reading habit, it's not too late to start. Pick a subject that interests you. Look for an appealing book about that subject at the library. Your librarian can help you choose or you can look in a reference like *Good Books* for suggestions. Jot down ideas that you agree or disagree with. By the time you finish the book, you'll know more about an interesting subject. If you keep trying to build the reading habit, you'll soon find that you read with more understanding — and more enjoyment.

SQ3R = study power

Does *SQ3R* sound like a formula? In a way it is. You might say SQ3R is a formula for learning how to learn. SQ3R stands for:

- **Survey**
- **Question**
- **Read**
- **Recite**
- **Review**

When you get a reading assignment, first **survey** the material by reading the headings and subheadings. Be sure to look at graphs, tables, and the captions under pictures. Once you've gotten the general idea you'll find it easier to read with understanding.

Next, **question** yourself about the headings. Suppose you read a heading like "George Washington: America's First President." You might think up questions such as:

When was Washington elected?
Why was he chosen president?
What were the political parties at the time of Washington's election?
What did Washington achieve as president?

After you've written questions, **read** the material carefully. Read aggressively — everything in the book related to your assignment. You will begin to grasp the main ideas and to spot the answers to questions.

The next step is to **recite** the answers to your questions and those at the end of the chapter. Don't worry about feeling a little awkward when you first do this. By reciting the answers out loud, you'll soon know if you understand the material. Reciting will reinforce your learning.

Classroom work is important, too. If you sit near the front of the class, you'll find it easier to concentrate. Listen for the main points as you take notes from the lecture, and listen to the questions your classmates ask. You'll find you may have some of the same questions.

Jot down examples your teacher uses. You can make extra questions from your class notes to go with those from your reading. **Review** your notes the same day you write them to fix them in your mind.

For Term Papers

A term paper doesn't have to be a dreadful assignment. These tips will make your work easier.

- **Start early**. Don't put off starting papers until the last minute. Block out a work schedule and begin your research immediately.
- **Prepare an outline**. The most important points for your paper are the materials for your outline. Think of your outline as the basic framework for your paper, much like the sturdy framing of a house. The facts and quotes you'll add to support your points are the "walls and roof" to complete a sound writing project.
- **Write, revise, and rewrite**. Use all the steps in the writing process to transform your research and outline into a paper you can turn in with pride.

Reviewing for and taking tests

Tests (whether we like them or not) are the main way you are evaluated in most courses. If you have used effective methods of studying as you go along, you'll find that reviewing for a test is much easier than waiting until the last minute and staying up all night cramming. The combination of what you have learned from your own reading and from class should put you in a good position for any exam without losing any sleep.

Improve your test-taking skills

Taking exams is a part of high school, technical school, or college classes. You also may find exams are required to receive occupational licenses or as tests for employment. Learning a few tricks on test-taking can be valuable for a lifetime.

Learn what the test will cover. Knowing what to expect will reduce your stress level.

Prepare an exam schedule. Setting up a three-day plan will give you one day to skim the materials, making notes and reviewing the main points. Day two, you can go over the notes carefully, and say the points out loud. Day three, write a sample test and review with a classmate. Work on weak points and reinforce the rest.

Ask about types of questions. Different strategies are needed in different situations.

Essay: Timing is critical. Draw up a brief outline to organize your thoughts and information so that you can write clearly and logically in the time allowed.

Multiple choice: Read carefully and eliminate the obviously wrong answers. Be careful about "all" or "none of the above" statements. Often the longest, most complete answer is the correct one.

True/false: Watch out for words like "always" and "never"; even one exception would make that wrong. If you don't know, guess. You've got a 50-50 chance of being right.

Study with friends. Get together with a few other students who are serious about school and ask each other questions or discuss the exam material. You can help each other improve on weak points. Listening to others can help you remember points. Each of you will gain confidence.

Be prepared. Start with a good night's sleep and breakfast. Collect your pens, pencils, and calculator and arrive early. Remind yourself that you are *ready* and should do well whatever the exam is like.

Source:

Peg Taylor, Ed.D. Study Skills Project Director, "Study Skills for Academic Success", *Planning for UK. A Guide for the Prospective Freshman*, Lexington, KY, 1988.

Sources: "Be Prepared," in "Mental Strength," a supplement to *Careers and Colleges*, U.S. Marine Corps., 1994.

Zola Dincini Schneider and Phyllis B. Kalb, *Countdown to College: Every Student's Guide to Getting the Most Out of High School*, College Board Publications, New York, 1989.

Study Skills Checkup

To help you assess your own study skills, answer these questions about your study habits.

Please make a copy before you answer these questions and do not write in this book.

Managing your time - Do you ...

Y N ... lack a set place to study?
Y N ... do all your studying late at night?
Y N ... have trouble concentrating?
Y N ... fall asleep while studying?
Y N ... spend lots of time studying, but get unsatisfactory results?
Y N ... put off studying?
Y N ... spend all your time studying?
Y N ... have too many distractions?

Reading textbooks - Do you ...

Y N ... have trouble understanding textbook materials?
Y N ... often have to reread material?
Y N ... find it hard to concentrate while reading textbooks?
Y N ... highlight (or underline) but find that doesn't help you?

Organizing reading material and taking notes - Do you ...

Y N... have difficulty writing down ideas during classes?
Y N ... have trouble doing problems and/or answering questions after reading a chapter?
Y N ... have difficulty doing all the assigned reading?
Y N... fail to review notes shortly after classes?
Y N... have difficulty remembering the materials in your notes?
Y N... have difficulty making sense of notes when studying for tests?
Y N... crowd class notes in a notebook?
Y N... rewrite all class notes?

Reviewing for and taking tests - Do you...

Y N... study long hours for tests while other work slides?
Y N... become so anxious during tests that you can't think?
Y N... pull all-nighters before most tests?
Y N... study the wrong things?
Y N... do well on essay questions but not on objective questions?
Y N... do well on objective questions but not on essay questions?
Y N... complain of not enough time to complete tests?
Y N... know the material but still not do well on tests?

If you say yes to any of the above questions, the section of **Futures** called "Good Study Skills" may help you learn more effective study skills.

Source:

Peg Taylor, Ed.D., Study Skills Project Director, "Study Skills for Academic Success," *Planning for UK: A Guide for the Prospective Freshman*, Lexington, KY, 1988.

Two-Column Notetaking

B

Questions on your notes

Make up questions based on notes.

Start with the basic "who," "what," and "when."
Next, add questions about themes, relationships, and the "how" and "why" of the material.

For math, write in your own words how you solved the problem.

Notes from class or reading

Whether listening in class or reading your textbook, use this space to outline key ideas, words, dates.

Blackboard notes and dictated notes belong here, too.

For math, use sample problems.

Use your own "shorthand" to write as much as you can.

Summary of Notes

In a few sentences, summarize your notes from this page.

Source: *Learning Skills: A Manual for Everyone*, Peg Taylor and Barbara Peterson, Forward in the Fifth Learning Project.

Where Does Your Time Go?

Too little time for homework? For fun? Managing your time well is the cornerstone for doing well in school and in your activities throughout life.

The first step in learning how to manage time is to know how you're using it now. Copy the chart below and keep it every day for a week. Don't make any changes; just observe what you do.

Look out for these"time-eaters":

- too many long phone calls.
- trouble saying "no" to friends.
- trying to do too much.
- underestimating time needed for study and projects.

Once you've kept a time diary for a week, take a new form and jot down a simple schedule. Plan time for fun as well as classes and study. The key word is **plan**; anticipate how you will use your time.

Your Typical Day

Start	End	Time Used	Activity

Are You a"Cliffhanger"?

B

If you have kept a time diary for a period of time, you may have become aware that you are doing many things at the last minute. How often would you answer "yes" to these questions?

- Do you put off "must-do" work until the last minute?
- Do you hand in assignments late?
- Are you frequently looking for excuses?
- Are you anxious about meeting deadlines?

Answering "yes" to these questions qualifies you as a "cliffhanger," procrastinating or putting off work and projects until the very last minute. You may feel stressed — as though there is never enough time for the things you want and need to do. Procrastinating is like driving a car on "empty." You'll probably get to your destination, but you'll feel anxious all the way. All those undone things can hang over your head like a black cloud. Constantly putting off work also can keep you from accomplishing what you want to do — from making good grades to having fun with your friends.

It helps to realize that procrastination is a habit, just like biting your nails or over-eating. Habits are learned — and they can be changed. With effort and patience, you can put aside those old habits. Here's how to start:

- Make a list of priorities each day.
- Put the most important or hardest tasks first.
- Put easier, more fun things lower on list.
- Stick to the list.
- Break big projects into small pieces; try to do at least one piece every day.
- Reward yourself for finishing tasks, large and small.

The pay-off for learning to use time wisely can be great. You'll find your grades improving, your parents won't nag as much, and you'll be more relaxed. Won't that be worth the effort?

Thinking about Your Thinking

"*State* the capital of Missouri."

"*Describe* the process of photosynthesis."

"*Assess* the impact of Franklin Roosevelt's New Deal in ending the Great Depression of the 1930s."

"*Decide* which of Kentucky's two senators more effectively serves the Commonwealth and *support* your conclusion."

A quick look at these test questions will remind you that thinking skills can vary from simple to complex levels. You have learned many thinking skills in real-life situations and in the classroom. People *learn* to be good thinkers. Identifying and analyzing specific thinking skills can help you improve your thinking. You also can help yourself become a better thinker:

- by being persistent -- just keep trying when problems are hard.
- by working beyond what you think you can do.
- by being aware of and using your resources.
- by learning from your failures.

One authority on thinking has organized thinking skills into categories, starting with the basic skill of obtaining knowledge. Each category includes a variety of skills that indicate *what you do* to accomplish specific learning tasks:

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Thinking skills build from the simple to the complex. The "higher order" thinking skills include **analysis**, **synthesis**, and **evaluation**. Individuals develop "higher order" skills after mastering the basic skills of **gaining knowledge**, **comprehending**, and **applying knowledge** appropriately.

Source:
Arthur Costa, Ed., *Developing Minds*, Rev. Ed., Vol., I and II, Alexandria, ASCD, 1991

How do you use these skills?

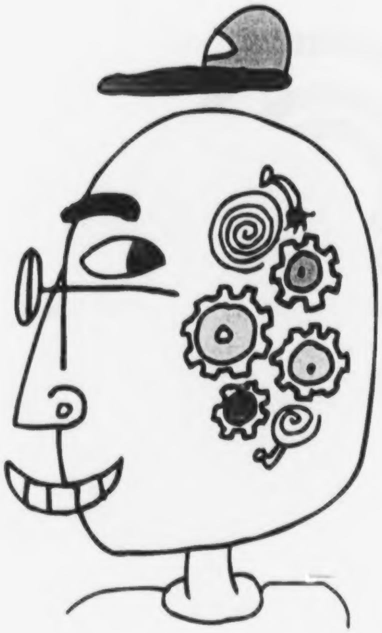
Problem solving and decision making are stategies employing thinking skills that you use every day, in your own real-life situations and in the classroom. You can learn to use these approaches more effectively through practice. It may help you to think of these strategies as having stages. Each stage or step uses one or more thinking skills. Of course, you may use certain skills in more than one stage and the stages may sometimes overlap. There are three major stages:

- **Input** - Develop **knowledge** by identifying the problem or decision to be made; gather information.
- **Process** - **Comprehend**, **analyze**, and **apply** information.
- **Output** - **Generate** and **synthesize** new information or options, and **evaluate** options by criteria.

A graphic design, illustrating "The Three-Story Intellect," on page 14, gives you a clear picture of *what you do* (what skills you use) in the steps of the problem solving and decision making strategies.

Decision making begins with a decision point, where you *have at least two or more options* from which you may choose. The question then arises -- "How can I carry out or implement this decision?" To answer that question, you need to use a problem solving strategy. As you carry out this process you'll also be evaluating your original decision, checking to see if it still seems a viable choice.

Problem solving is quite similar to decision making, with one essential difference. You will know you have a problem situation, or a problem to be solved, if you *don't know what options are available to you.* In other words, problem solving begins with a "gap" in your understanding.



The following list of action verbs will enable you to differentiate skills you will want to learn and practice to improve your thinking skills:

KNOWLEDGE

define
label
list
match
memorize
name
recall
record
relate
repeat
spell
state
tell

COMPREHENSION

describe
discuss
explain
express
identify
locate
paraphrase
report
restate
retell
review
summarize

APPLICATION

apply
calculate
compute
construct
demonstrate
determine
dramatize
draw
employ
exhibit
illustrate
interpret
make
operate
practice
show
solve
translate
use

ANALYSIS

analyze
categorize
classify
compare
conclude
contrast
debate
deduce
defend
detect
diagnose
diagram
differentiate
discover
dissect
distinguish
examine
experiment
extract
infer
inquire
inspect
inventory
investigate
probe
question
scrutinize
survey
test

SYNTHESIS

arrange
assemble
collect
compose
concoct
construct
contrive
create
design
develop
formulate
generate
invent
modify
organize
originate
plan
predict
prepare
pretend
produce
propose
rearrange
reconcile
reconstruct
reorder
reorganize
restructure
revise
setup
suggest
suppose
systemize
visualize

EVALUATION

appraise
assess
choose
compare
conclude
criticize
decide
defend
estimate
evaluate
infer
judge
justify
measure
prioritize
rank
rate
score
select
support
value

The Three-Story Intellect

There are one-story intellects,
two-story intellects,
and three-story intellects with skylights.
All fact collectors who have
no aim beyond their facts
are one-story men.
Two-story men compare, reason,
generalize, using the labor of
fact collectors as their own.
Three-story men idealize,
imagine, predict —
their best illumination comes
from above the skylight.

— Oliver Wendell Holmes

OUTPUT
- EVALUATE
- GENERALIZE
- IMAGINE
- JUDGE
- PREDICT
- SPECULATE
- IF / THEN
- APPLY A PRINCIPLE
- HYPOTHESIZE
- FORECAST
- IDEALIZE

PROCESS
- COMPARE
- CONTRAST
- CLASSIFY
- SORT
- DISTINGUISH
- EXPLAIN (WHY)
- INFER
- SEQUENCE
- ANALYZE
- SYNTHESIZE
- MAKE ANALOGIES
- REASON

INPUT
- COMPLETE
- COUNT
- DEFINE
- DESCRIBE
- IDENTIFY
- LIST
- MATCH
- NAME
- OBSERVE
- RECITE
- SELECT
- SCAN

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Problem Solving:

"Now What Do I Do?"

Anytime you make a decision you are faced with an immediate question or problem --"Now what do I do? How do I go about carrying out my decision?"

You may want to think of the problem-solving strategy as having three stages: input, process and output. It's up to you to collect information, comprehend the various alternatives, and determine if the options can apply in your situation. Only then can you analyze the options and evaluate which option best meets your needs.

Susan solves a problem

Your friend, Susan, has just spent the summer serving as a volunteer worker at a camp for children with severe physical disabilities. "This has been the most terrific experience of my life," she says. "This settles it – I think a career in nursing, working with children, would be the right choice for me."

Susan's statement is her decision, "I'd like a career in nursing children." Immediately that raises a basic "gap" or problem to be solved. How would you identify Susan's problem?

____

____

____

____

Susan might identify her initial problem as "What options do I have to achieve my goal of nursing as a career?" At this point, Susan can't judge if her decision is a viable choice because she doesn't yet know what her options are. In fact, as soon as Susan identifies that problem she raises many side questions that need to be answered before she will know if she has made a viable decision. What do you see as secondary questions?

____

____

Some of the key questions might be:

- What types of nursing are there?
- What skills or aptitudes are needed for nursing?
- What training is required? Where is it available? How long does it last?
- How much does training cost?
- How would I pay for it?
- What career opportunities are available?

(After you have made your list of questions, you can find some of the answers for Susan by using material in Section E - "Exploring the World of Work," Section F - "Ways of Working," Section G - "Postsecondary Options," Section H - "Kentucky Postsecondary Institutions," Section I -"The Technical College Route," Section J - "College Choice," and Section L - "Financing Your Education.")

The input stage — gathering information

Susan can start gathering data about all these questions, looking for information that will help her solve her problem. She will need to *sort out* carefully the facts she knows and determine what she still needs to know. In a sense, every question Susan asks sets up a category of information she must learn about.

Susan would be wise to *distinguish* between relevant and irrelevant information. For example, suppose she checks out a book on nursing published in 1985. The book describes the duties of pediatric nurses working with children and includes 1980 figures. What part of this information is likely to be relevant? What would likely be irrelevant or inaccurate?

B

At this stage, Susan may collect printed information from professional associations, colleges and other schools. She may talk to nurses and others in the health care field and observe for herself what nurses do on the job. Susan will need to think critically and *evaluate* the reliability of her sources. She'll need to be able to *distinguish* between fact and opinion as she collects information. Give an example of an opinion which might be presented as fact.

The next step — process information

Can you imagine Susan, sitting on the floor, surrounded by catalogs, books, and notecards? What will she do now? It's time to *sort* and *classify* the information she has collected and take time to read and *comprehend* all of her new data about nursing. As she does this, she will begin to find different options shemight consider. Do a little *brainstorming* and list various possibilities for training that Susan might consider. You don't have to limit yourself (or Susan) to the most conventional approach by saying "that won't work" too soon. For the moment it's useful to think of unconventional

Here are three options for training Susan might consider:

Attend a nearby regional university offering a baccalaureate degree in nursing.

Go to work as a nurse's aid at a local hospital that pays for employees' associate degrees in nursing, in return for later service.

Join a branch of the military service where she could begin college in the service and accumulate dollars for after-service education.

Susan will need to *compare* and *contrast* these options. How accessible would the training be? (Where would the training be located?) When would training be available? What would training cost? How long would the raining take?

As Susan *analyzes* these options, she may explore the implications of each. If she went to work at the hospital in return for assistance with the associate's degree, what career opportunities would she have? How many years would she be obligated to the hospital? Looking at another option, suppose she joined the U.S. Army. How many years would she have to serve? Where might she be stationed? How much of her training could she complete in the service? Could she leave if she didn't like it? With the college option, how much would her education cost? Could she work and go to school at the same time?

Output — the last step in problem solving

By asking these questions, Susan starts to list the criteria by which she can decide the most desirable training resource for her. What criteria would you think Susan would consider important?

Here are Susan's most important criteria for training:

- available within a year.
- very economical.
- close to home.

Susan will need to prioritize her criteria – that is, decide which criteria are the most to the least important. Here is the ranking Susan made starting with the most important, and her assessment of each option relative to each criterion.

	Join the Service	Attend University	Hospital Work/Study Plan
Very economical	X		X
Close to home		X	X
Available in year	X	X	X

With these rankings, Susan will be ready to evaluate each option on its own merit, and compare each option with the others. Her goal will be to make a choice tht best mets her needs. What do you think Susan chose as her top option?

and original ideas, too.

If you said "Pursue the hospital work/training plan" you are correct. Though this option may not be perfect, Susan finds that it most closely meets her needs.

Susan's problem-solving strategy

When Susan began, she had made a decision "I'd like to be a pediatric nurse." At that point, she had no idea of the options that might "get her from here to there." Using a problem-solving strategy, she has gathered information (input), read and applied the information to her situation, analyzed the information (process) and evaluated the options she has generated, finally choosing what she sees as the best option (output)

Susan can feel confident that she has made an informed decision, one appropriate for her interests and needs. She won't be able to rest on this decision for long though. She's solved one problem by finding out her options, ended with another decision to pursue the hospital work/study plan. Now a new question arises –"What do I do now?" Here we go again – just like real life!

Robert J. Swartz and D. Perkins, *Teaching Thinking: Issues and Approaches*. Pacific Grove: Critical Thinking Press and Software, 1990.

Decisions, Decisions!

Every day you make decisions, large and small. Will you have cereal or pancakes for breakfast? What will you wear? Will you go to the movie or work on your paper? The little daily decisions we make don't require a lot of thought. At other times, the choices we make are important. Sometimes even choices that appear to be simple can turn out to be important. Decisions you make today may have a long-lasting effect. They may make it easier or harder to reach a goal you want to achieve later.

What will people think?

Our decisions are sometimes influenced by what other people think. Whose opinions matter to you? Are you influenced by your parents, your friends, or your teachers? Are there others whose opinions count? Do you often make decisions just to please others? It helps to be aware of the people who influence your decisions.

List the people whose opinions you value most.

Making snap decisions

There are other times when we make choices very quickly, without thinking through the consequences. Made on impulse, these snap decisions are what we want at the moment, with little thought as to whether the choice is what we need to reach immediate or long-term goals.

What is a good decision?

A good decision is appropriate to the situation. It is based on knowing who you are, what you want and need, and what is right for you. A good decision is not made by chance or "luck" or based strictly on the opinions of other people. Becoming a skilled decision maker will help you take control of your life. Decision-making skills can help you achieve your goals, both now and for the future.

You can learn to make good decisions, using a simple step-by-step process. By using the steps in many situations, you will soon learn the decision-making skills. Practicing the steps will help you become comfortable with the process. You'll soon understand why you have made a decision — and be confident that you made the right decision for you.

Steps to a good decision

1. **Identify** the problem or the choice to be made.

2. **List** the options or alternatives in your situation. Put down your criteria or preferences. **Prioritize** your preferences; that is, list what is most important, what is next, down to the least important factor.

3. **Analyze/examine** each option in relation to your criteria. What are the advantages or disadvantages? Do the options meet your preferences?

4. Now, **make** your decision. You can feel comfortable taking the responsibility for the choice you have made, knowing that you have based that choice on good information about yourself and about the options that are available to you at the time.

Use the steps to decide what you would do in the following situation:

Jonathan has applied to three colleges. He has been accepted by his second choice, Superstar University, and put on the waiting list for Riteway University, his first choice among schools. Just as he is finishing his letter accepting the admission to Superstar, the telephone rings. The Admissions Office at Riteway is calling saying that he has just been accepted for admission. What a decision Jonathan must make!

Jonathan wants to study journalism and would prefer to go to a large university. Although both universities have journalism departments, Riteway, the university where he has been on the waiting list, has the stronger reputation and better placement record for their graduates. He has been offered a financial aid package by both schools. The offer from Superstar, however, includes a $2,000 renewable scholarship and work-study. Riteway offers only loans and work-study. This will not be an easy decision, with all these factors to consider.

(Section F - Ways of Working; Section J - College Choice; and Section L - Financing Your Education may be helpful as you think about Jonathan's possible decision.)

Identify the choice to be made

What does Jonathan have to decide? State the question as clearly as you can.

What are Jonathan's options?

What are Jonathan's criteria? (Remember, criteria are the things you want or need — your preferences.) Attending a large university might be one of Jonathan's criteria. What are others?

Let's say that Jonathan's preferences are: getting the best possible training in journalism, achieving a bachelor's degree, securing the best possible job after graduation, limiting his borrowing to a reasonable level.

Prioritize and compare options

Now, suppose you were Jonathan. Which criteria do you think are most important to him? Try to put them in the order of their importance; in other words, **prioritize** them. What matters most? The least?

Criteria University	Superstar University	Riteway
Achieve degree	X	X
Best training		X
Best possible job		X
Limited borrowing	X	
Attend large university	X	X

Jonathan could make a chart to see how he prioritized his criteria.

Look where Jonathan put his check marks. By "achieving a degree" and "attend large university," Jonathan put a mark in both columns since he can meet those criteria at either school.

Under "getting the best training" and "securing the best possible job," Jonathan has marked Riteway U. Under "limiting borrowing" he puts an X under Superstar U. Jonathan can compare his options after he finishes putting checks.

Look at the "pros and cons"

Both options have some advantages and disadvantages. List at least one advantage and one disadvantage for each option so you can **compare** and **contrast** the alternatives.

Attending Superstar University:

Advantage:______________________________

Disadvantage:___________________________

Attending Riteway University:

Advantage:______________________________

Disadvantage:___________________________

Make the decision

There are more checks in the column under Riteway than under Superstar. Both options meet the criterion of offering a bachelor's degree — and both are large universities. Neither choice matches Jonathan's needs perfectly but Riteway U. seems to satisfy more of his criteria — and the most important ones. What will Jonathan decide? What would you do in that situation? Put down your decision and your reasons in the space below.

____

____

____

____

If you decide to attend Riteway U., you made the same decision as Jonathan. He has decided that, in the long term, the better training and job prospects are more important than the immediate scholarship aid. He **evaluated** the options, and chose Riteway U. since it appears to offer the best training and best job placement possibilities.

Jonathan has **investigated** the interest rates and repayment schedules for Federal Stafford loans. He has an approximate idea of his eventual earnings as a journalist. Jonathan reasons that, with better training and job prospects, he should be able to repay the loan without hardship. The stronger educational program could have a positive effect on his career. Better employment possibilities should more than outweigh the need to borrow money for some of his expenses. Jonathan believes he has made the best long-term decision.

You may want to make up a situation, follow the steps, and practice making a good decision. The more practice you have, the easier it will become to make sound decisions, just right for you.

Source:

Farr, J. Michael and Susan Christophersen, *Making Decisions: Learning to Take Control of your Life*, Jist Works, Inc. Indianapolis, 1991.

A Glossary for Thinking Skills

Ambiguity — The doubtfulness or uncertainty of meaning/intention that results from unclear, indefinite, or equivocal communication.

Analogy —A form of reasoning in which one thing is inferred to be similar to another thing in a certain respect.

Analysis — The process of separating something into its component parts for the purpose of studying the nature of the thing.

Application — The act of putting knowledge to some special use or purpose.

Bias — A particular tendency/inclination that prevents an unprejudiced consideration of a question, idea.

Brainstorm — A technique for stimulating thinking by unrestrained and spontaneous participation.

Comparison — Consideration of things with regard to some characteristics that are common to both.

Comprehension — A perception or understanding of knowledge.

Concept — An idea of something formed by mentally combining all its characteristics.

Conceptualization — The act of forming a concept by consideration of attributes and examples.

Consequence — The effect, result, or outcome of something occurring; a conclusion reached by a line of reasoning.

Contrast — To compare in order to show differences.

Credibility — Characteristic thatdenotes the quality of believability.

Criteria — Rules or principles used for evaluating something.

Decision Making — A procedure through which alternatives/options are evaluated before a choice is made.

Elaboration — A process of expanding and/or embellishing a detail.

Evaluation — The act of appraising something using valid criteria.

Fallacy — A deceptive, misleading, or false notion; a misleading or unsound argument.

Generalization — A proposition asserting something to be true either for all members of a certain class or of an indefinite part of that class.

Hypothesis — A proposition assumed as a premise in an argument.

Infer — To conclude or judge from premises or evidence.

Knowledge — Acquaintance with facts, truths, or principles as from study or investigation.

Originality — The quality/state of being original; created, undertaken, presented for the first time.

Principle — An accepted/professed rule of action/conduct; a fundamental, primary, or general law or truth from which others are derived.

Prioritize — To arrange in order of what is most important.

Problem Solving — A procedure for generating, testing, selecting, and evaluating possible options/solutions.

Reliability — Characteristic thatdenotes the quality of dependability as to accuracy.

Your High School Transcript

What will your transcript tell about your decisions? Will you decide to take a college-prep course or an easy elective? Will you use your energy to study and make good grades or just have a good time? If you think about it, you'll realize that many of the decisions you make in high school show up in your permanent record.

Curriculum choices and decisions about studying are important; the results of *these* decisions become a part of your transcript or record of your total school experience. Each semester, the classes you take and the grades you make are recorded on your school transcript. Your transcript is an important part of all postsecondary school and many job applications.

Examine a transcript and the terms you might find there:

Quality points - The value assigned to each letter grade (i.e. A = 4 points, B = 3 points, etc.)

Credit - One unit or full-year course. A course lasting for one semester would equal .5 or 1/2 credit.

GPA - The total number of quality points divided by the total number of credits. The GPA can be determined for each grading period, semester, year, or total 4-year high school experience.

Cumulative GPA - The total of all quality points earned in a given period divided by all credits earned.

Class Rank - The position one holds among the total number of students in a given class, based on cumulative grade point averages (GPA).

Total credits earned - The number of credits earned in a given period of time. Kentucky requires a minimum of 20 credits for graduation; many school systems require more credits.

STUDENT ACADEMIC RECORD

Official Transcript

Anywhere High School
Academic Drive
Anywhere, NA 00001
(222) 222-2222

Student:	Jon Clark	**Birthdate:**	7/18/81
Total Credits:	23	**Grade:**	12
Cumulative GPA:	3.652	**Graduation:**	6/1/00
Class Rank:	13 out of 170	**Enrolled:**	7/15/95

Courses Taken	1st Semester	2nd Semester	Yr. Avg.	Credit	Quality Points
1996-97 - Grade 9					
English IA	B	B	B	1.000	A - 4
Algebra I	A	A	A	1.000	B - 3
Physical Science A	A	A	A	1.000	C - 2
French I	A	A	A	1.000	D - 1
Intro to Business	A	B	A	1.000	F - 0
Health I	B	B	B	0.500	I - 0
PE		A	A	0.500	P - 0
					W - 0
1997-98 - Grade 10					
English IIA	B	A	A	1.000	
World Civilization A	B	B	B	1.000	
Algebra II	A	B	A	1.000	
Mod. Geometry	B	B	B	1.000	
Biology A	B	A	A	1.000	
French II AP	A	B	B	1.000	
1998-99 - Grade 11					
French Culture		A	A	0.500	
Survey of Amer. Lit. Accel.	B	A	B	0.500	
Humanities		B	A	0.500	
Adv. Math	A	A	A	1.000	
Chemistry I	B	B	A	1.000	
U.S. History Accelerated	B	A	B	1.000	
French III AP	A		A	1.000	
1999-00 Grade 12					
Survey of Brit. Lit. Accel.		C	C	0.500	
Literary Heritage	A		A	0.500	
International Relations	A		A	0.500	
Gov. Pre-law		A	A	0.500	
Calculus AP		B	B	1.000	
Anatomy & Physiology		A	A	1.000	
Physics			A	1.000	
Typing I/Keyboarding			A	0.500	
			TOTAL CREDITS	**23.000**	

EDUCATION PAYS

Minimum Graduation Requirements

Graduation requirements fall into two groups, the state-mandated Minimum Graduation Requirements and additional local graduation requirements. First, let's take a look at the basic *state* requirements.

MINIMUM STATE HIGH SCHOOL GRADUATION REQUIREMENTS

SUBJECT	DIPLOMA REQUIREMENTS FOR THE GRADUATING CLASS OF 1999-2000	DIPLOMA REQUIREMENTS FOR THE GRADUATING CLASS OF 2002/BEYOND
Language Arts	4 units: English I, II, III, and one elective	4 units: English, I, II, III and IV
Mathematics	3 units: such as basic algebra, applied math, or basic geometry	3 units: Algebra I, geometry, and one elective*
Science	2 units: introductory biology and earth sciences	3 units: life science, physical science, and earth/space science*
Social Studies	2 units: U.S. History and an elective such as global issues	3 units: U.S. History, economics, government, world geography, world civilization*
Health	½ unit	½ unit
Physical Education	½ unit	½ unit
History & Appreciation of Visual & Performing Arts	---------	1 unit
Electives	8 units	7 units

*Each school district may set *local* requirements beyond the minimum unit requirements set by the State Board of Education. Your teachers and guidance counselors will be aware of these requirements. They will be able to help you plan to make sure you satisfy all the requirements before graduation.

The point to remember is that there may be extra requirements and you will need to meet those also in order to graduate.

Vocational - Technical Education

To keep fast-evolving technology running smoothly, high-skilled, specialized technicians will continue to be in demand.

– **Naomi Thiers**
Vocational Education Journal/April, 1996

Reality Check ☑

"Skilled fields require education and training. Examples of skilled trade careers include tool-and-die makers, machinists, computer assisted design (CAD) operators, maintenance technicians (electrical, electronic, hydraulic, mechanical), chemical industry technicians, plastics industry technicians, diesel technicians, and auto technicians ..."

"The face of manufacturing is changing. Low-skill, low-wage jobs are being replaced by exciting high-tech, high-skill jobs that often pay more than positions that require a four-year bachelor's degree."

- Roy Strange, President and CEO
Associated Industries of Kentucky

Consider these questions:

- Are you interested in a high skills, high wage job after you graduate from high school?

- Do you learn better through hands-on activities and applied projects?

- Would you learn reading and math skills more easily if you could see how people use these skills in work? (Check out "SCANS Skills—Workplace Know-how" on N-4 to see the skills employers think are essential.)

If you answered "yes" to these questions, you may want to consider exploring vocational-technical education classes as a part of your high school curriculum.

The Kentucky Tech system of schools

The primary purpose of Kentucky Tech area technology centers (ATC) is to serve high school students by enhancing and expanding student career options that lead to continuation of education at the postsecondary level and/or successful employment upon graduation from high school. Most high schools, in cooperation with the ATC, provide an opportunity to visit programs prior to registration to assist in finalizing career choices. Check with the high school counselor or the ATC to arrange a visit.

Students receive instruction in sound academic principles, theory, laboratory and clinical experiences to ensure they can compete successfuly in today's changing workplace.

Kentucky Tech's 52 secondary schools are strategically located in small-to-medium-sized counties throughout the state and reflect each community's need. The centers serve approximately 120 local school districts and 10 non-public schools. It is a goal of the Kentucky Tech system of schools to create a collaborative relationship with local school districts to enhance growth in Kentucky's educational community.

KENTUCKY TECHnically Speaking . . .

Check out these program areas.

- **Agriculture**
- **Business and Graphic Technologies**
  - office technology
- **Construction**
  - carpentry
  - electricity
  - masonry
- **Health and Human Services**

Note: Program offerings vary by school.

An excellent technical education can prepare you for careers in today's technological world.

- **Manufacturing Technology**
  - air conditioning technology
  - computer aided drafting (CAD)
  - electronics technology
  - machine tool technology
  - industrial maintenance technology
  - welding technology (students will be prepared for AWS certification)
  - wood manufacturing technology
- **Transportation Technology**
  - auto body repair
  - auto technology (students will be prepared for ASE certification)

Local School District program offerings may include:

- Agribusiness Education
- Business Technology and Graphic Communications
- Marketing Education
- Health and Human Services
- Occupational Home Economics
- Technology Education
- Industrial Education

Keep your options open!

You don't have to choose between the college-bound track or vo-tech education courses. You can keep your options open! By taking six classes per day during your four years of high school (24 credits), or four per day on a block schedule, with a possibility of 32 credits at the end of the 12th grade, you can complete the Pre-College Curriculum (11 credits), including additional recommended classes such as a fourth year of math (one credit), two years of a foreign language (two credits), and a year of fine arts (one credit). At the same time you can complete a concentration in a technical area.

In some schools you can participate in a Tech Prep program which provides a continuum of courses to be completed at the postsecondary level. In some cases college credit may be received for high school courses.

Postsecondary technical colleges are funded by tax dollars and are available to students at reasonable cost in every city and community of Kentucky—rarely more than 30 minutes away.

Student organizations that can help

Organizations related to technical education, such as: SkillsUSA-Vocational Industrial Clubs of America (SkillsUSA-VICA), Health Occupations Students of America (HOSA), Future Business Leaders of America (FBLA), Future Homemakers of America (FHA), Future Farmers of America (FFA) Distributive Education Clubs of America (DECA), and Technology Student Association (TSA) can provide you with practice in team skills and leadership skills as well as social activities.

Beginning with the graduating class of 2002, all students grades 9-12, enrolled in technical education must have an Individual Graduation Plan (IGP) developed by the end of the eighth grade which then follows the student through high school.

EDUCATION PAYS

INDIVIDUAL GRADUATION PLAN (IGP)*

A. PERSONAL INFORMATION:

1. Name: Last____________________ First____________________
2. Social Security No.____________________
3. Home Address____________________ 4. Phone No. ( )____________________
5. Birth Date____________________ 6. Sex: M ☐ F ☐
7. Ethnic Code: White( ) African American( ) Hispanic( ) Japanese( ) American Indian( ) Asian American( ) Other( )
8. Parent or Guardian:____________________ 9. Phone No.( )____________________
10. Address (if different from # 3) ____________________
11. School____________________

B. PARTICIPANTS IN THE PLANNING PROCESS (Names Optional)

Codes: *A:* Attendance at meeting;
I: Input provided (written or verbal) or *N:* No response

	Meeting Date				
	8th	9th	10th	11th	12th
1. Student					
2. Parent(s)/Guardian					
3. Teacher(s)					
4. Instructional Supervisor/Principal					
5. Technical Education Representative					
6. Guidance Counselor					
7. Social Worker					
8. University Representative					
9. Community College/Technical School Representative					
10. Employment/Social Service					
11. Other					

C. ASSESSMENT

Type of Instrument	Results	Date	Grade Level
Career Interest Survey (List top three)			
Learning Styles (List ways student learns best)			
Career Aptitude (List aptitudes)			
Achievement (List strengths)			

* Students with disabilities should request addendum to IGP.

D. CAREER GOALS

8th ______________________

9th ______________________

10th ______________________

11th ______________________

12th ______________________

LEVEL OF TRAINING NEEDED TO REACH GOAL

8th	9th	10th	11th	12th	
☐	☐	☐	☐	☐	Community/Technical College
☐	☐	☐	☐	☐	University
☐	☐	☐	☐	☐	Military

E. EDUCATIONAL PLAN: 9 - 12

Grade	List Courses to be Taken	
9		
10		
11		
12		

F. ACTION PLAN FOR SERVICE(S) NEEDED IN TRANSITION PLAN

Indicate Services Needed:	8th	9th	10th	11th	12th	Post Sec.	Person Responsible
a. Additional Vocational Assessment	■						
b. Career Counseling and Guidance							
c. Employability Skills							
d. Work-Based Learning (e.g., Co-op, Internship)							
e. Self-Sufficiency Skills Instruction							
f. Social Skills							
g. Community Skills (e.g., travel training)							

F. ACTION PLAN FOR SERVICE(S) NEEDED IN TRANSITION PLAN (continued)

Indicate Services Needed:	8th	9th	10th	11th	12th	Post Sec.	Person Responsible
h. Continuing Education Support							
i. Representative Postsecondary Ed.							
j. Community/Tech Col/University							
k. Vocational Rehabilitation							
l. Employment Services							
m. Job Placement							
n. Ongoing Job Support							
o. Other							

G. *WORK EXPERIENCE: Paid/Unpaid (if applicable)

Describe Work Experience	Date	Place	Reference

* Attach additional pages as needed

H. SCHOOL AND COMMUNITY ACTIVITIES

Year	Club/Organization/Athletics, etc.	Activities/Recognition/Honors

I. INTERESTS/HOBBIES

COMMENTS:

The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services.

School-to-Work Program

Kentucky is one of 27 states to receive a grant to implement the School-to-Work Opportunities Act to better prepare students to make successful transitions to the workforce; to improve the college completion rate; to increase the number of students receiving associate degrees; technical diplomas, and baccalaureate degrees to decrease the high school drop-out rate and the number of unemployed youth; and to better prepare students for high-skill, high wage careers.

School-to-Work components

There are three components of the School-to-Work System: school-based learning, work-based learning, and connecting activities. Examples of school-based learning are advisor/advisee programs, career awareness, career days/fairs, career planning, integrated academics/applied learning, career majors, skills standards/curriculum, cooperative learning, and safety.

Examples of work-based learning are internships, pre-apprenticeships, service learning, cooperative education programs, mentoring, job shadowing, clinicals, work-study, entrepreneurial activities, and school-based enterprises. Connecting activities include work-based learning plans, identifying employers for mentoring or job shadowing, and job placement.

There are several initiatives which support Kentucky's School-to-Work programs. They are: Tech Prep, High Schools That Work, career academies, cooperative education, registered apprenticeship training, and school-based enterprises.

Who can use School-to-Work?

School-to-Work is for *all* students. So if you are interested in making a better career choice, being better prepared for tomorrow's workforce, and ultimately getting a high-wage, high-skill job, contact your teacher, advisor, or guidance counselor. If you need further information, you may also contact the Kentucky Office of School-to-Work at: 502/564-5901 or 800/575-0622, or visit them on their website: http://www.kde.state.ky.us

Career Clusters — Linking School to Work

Do you know that you'll probably change careers—not just jobs—five to seven times during your lifetime? Learning about yourself, what occupations may be of interest to you, and what occupations you may be suited for is a lifelong process. Preparing for multiple careers involves several steps: assessing your interests and skills, adding transferable skills through your education, and preparing for a specific occupation.

Career Clusters, Career Majors, and DOT Certificates

Choosing a career cluster, career major, or DOT Certificate is an important feature of School-to-Work. A *career cluster* is a broad group of related career majors within an occupational interest area. It provides focus and direction toward a broad career choice.

A *career major* identifies a more specific career goal and the program of study to prepare for entry-level employment. It is a sequence of integrated academic and career-related courses designed to provide basic transferable competencies and entry-level job skills.

A *DOT certificate* identifies a specific career goal and the program of study to prepare for employment. It is a sequence of career specific courses designed to provide the skills to enter the job market.

While high school students develop academic skills (reading, writing, math, science, communication), problem-solving, decision-making, and interpersonal skills, they can explore related occupations through school and work-based experiences. At the postsecondary level, students will continue to develop their transferable competencies while refining the specific job-related skills required for entry-level employment in an occupation.

Choosing a Career Major

- **Assessment tools** – Students learn about themselves by finding out about interests, aptitudes, learning styles, and work and life values. Personal preferences should play an important part in choosing a career cluster, major, or DOT Certificate. What you like to do is as important as what you have an aptitude to do.

- **Career clusters** – Students learn about the features of career clusters. What does it mean to have a job in this field? Resources may include: printed descriptions, videos, software, and firsthand experiences (job shadowing, career days, mentoring).

- **Trends in the workplace** – Understanding the nature of the economy (e.g., workforce reductions in industries such as mining and agriculture, and increases in service industries) and the changing structures of business and industry (e.g., the shift to part-time workforce, project oriented groups, just-in-time production) needs to be part of the process. Are you preparing for a job which may not exist in the future, or one in which there are more applicants than positions?

- **Educational requirements** – Students identify transferable competencies and job-specific skills for particular occupations. For majors requiring postsecondary training, students will discover the programs (apprenticeship, college, technical school) that provide skills to meet specific occupational requirements.

- **Select a career major** – Students make their first choice of a career cluster or major by assessing the information gathered through these steps. Career majors are identified in the Individual Graduation Plan. This process can be repeated and revised as students gain more information, experience, and insight.

The complete Guide to Selecting Career Clusters and Majors is available through your school counselor.

Career Clusters - The Choice is Yours

Agriculture: Prepare and support individuals for careers, build awareness, and develop leadership for food, fiber, and natural resource systems.

Arts and Humanities: Prepare individuals for creating, performing, and conducting literary, artistic, entertaining, and sporting activities, or to explore man and his culture through the study of philosophy, religion, literature, or language.

Business and Marketing: Prepare individuals to perform managerial, research, and technical support functions of business and prepare individuals to plan and execute the buying, selling, promotion, and distribution of ideas, goods, and services.

Communications: (Radio & TV; Drafting, Visual, Graphic) Prepare individuals to apply technical knowledge and skills to effectively communicate ideas and information, using techniques of precision craftsmanship or technical illustration.

Construction: (Carpentry, Masonry, Electrical, Plumbing) Prepare individuals to apply technical knowledge and skills in the construction, inspection, and maintenance of structures and related properties, including buildings, roads, bridges, and other structural shells.

Education: Prepare individuals to provide education, training, or related services in an educational institution.

Health: Prepare individuals to apply technical knowledge and skills for maintenance of health, prevention of illness, and care of the ill.

Human Services: Prepare future employees for occupations which assist individuals and families to meet human needs.

Manufacturing: (Machine Tool, Welding, Electronics) Prepare individuals to apply technical knowledge and skills in the production, maintenance, assembly, or repair of products.

Mining: Prepare individuals to apply technical knowledge and skills in locating and extracting mineral and petroleum resources.

Public Service: Prepare individuals to analyze, manage, and deliver public programs and services, including protective services such as police, fire and safety, postal services, and public utilities.

Science & Mathematics: Prepare individuals to apply scientific principles and mathematical knowledge to research and development.

Social Sciences: Prepare individuals to apply knowledge and skills to social needs of people and to research in social services.

Transportation: (Automotive, Auto Body, Diesel) Prepare individuals to apply technical knowledge and skills to maintain and repair aircraft, land vehicles, ships, construction equipment, and portable power equipment, and to provide other services for transporting people or materials.

Tech Prep

A high school diploma no longer guarantees a good paying job. The job market is changing rapidly as existing jobs become more complex. New jobs demand higher levels of education, often technical in nature.

Tech Prep ties academic and technical courses together so that you can increase your skills in math and science and develop good communication and problem-solving skills.

Tech Prep:

- combines at least two years of secondary and two years of postsecondary education in a sequential course of study without duplication of coursework.
- integrates academic, vocational and technical education and, if appropriate and available, work-based learning.
- provides technical preparation for careers.
- builds student competence in core academic and technical areas.
- leads to an associate or a baccalaureate degree or a postsecondary certificate in a specific career field.
- leads to placement in appropriate employment or further education.

There are many Tech Prep sites across Kentucky. These sites are combinations of comprehensive high schools, area vocational education centers, state technical and community colleges, and four-year colleges.

Tech Prep provides students the opportunity to see how subjects relate to each other, provides motivation for success, and prepares students for further success in postsecondary programs in the chosen occupational field. Tech Prep is a formula for success!

Is Tech Prep for you?

Before committing to any Tech Prep plan, teachers will assist you with a self-assessment to help you understand your interests and abilities. You'll be able to make an informed decision, get a clear sense of direction, and start on a path likely to lead to challenging work, stable employment, and a good future.

For further information contact:

Department for Technical Education
Division of School Services
20th Floor, Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601
(502) 564-4286
http://www.state.ky.us/agencies/kytech/techhome.htm

A Look at the Pre-College Curriculum

Are you going to college? You may shake your head at the very idea of thinking about college if you haven't even started high school! But, it's not too early. In fact, to move along in the right direction for college, you need to plan those ninth grade classes now.

What is the Pre-College Curriculum?

This big name just means a special group of classes in English, math, science, and social studies you need in high school to help you get into college and do well while you're there. These classes should be viewed as the *minimum* courses you will need for college admission. Keep in mind that some university programs require additional courses in specific areas.

Granted, you can be admitted into community and technical colleges without these classes, or you can take make-up classes after you graduate from high school, but that's definitely the hard way to do things.

Not sure about college?

If there is even a chance that you might want to go to college, you will be wise to take these classes. They will help you speak better, write better, think better, learn more quickly, and advance in life faster. Even if you don't go to college, how can you lose if you get all these benefits from the Pre-College Curriculum?

Do you have an attack of the "maybes?"

"Maybe college is too expensive."

"Maybe college work is too hard."

"Maybe I won't fit in."

"Maybe I don't need college for a good job..." You can't predict exactly how things will be in four years. Those worries may fade away — especially if you find answers to all your questions before you graduate. You don't want to close off any options by graduating without the pre-college classes.

No, these are not the easiest classes in high school, but they are the best bets for preparing for college, technical training, and for work, too.

Copy the worksheet on the following page and ask a counselor or teacher to help you fill this out. Then you can see in advance what classes you should take each year.

You can help yourself be better prepared for college or any postsecondary training by taking the "core or more" sequence.

Comparison of the Current Pre-College Curriculum With the Revised Pre-College Curriculum for Fall 2002

Current Pre-College Curriculum	Pre-CollegeCurriculum for Fall 2002
English - 4 credits required English I English II English III English IV (or AP English)	**English/Language Arts - 4 credits required** English I English II English III English IV (or AP English)
Mathematics - 3 credits required Algebra I Algebra II Gometry or Integrated Math I Integrated Math II Integrated Math III	**Mathematics - 3 credits required** Algebra I Algebra II Geometry (see note below)
Science - 2 credits required Biology I Chemistry I or Physics I (at least one lab)	**Science - 3 credits required** Credits to include life science, physical science, and earth/space science (at least one lab course)
Social Studies - 2 credits required World Civilization United States History or AP American History	**Social Studies - 3 credits required** From U.S. History, Economics, Government, World Geography, and World Civilization
	Health - 1/2 credit required
	Physical Education - 1/2 credit required
	History and Appreciation of Visual, Performing Arts - 1 credit required History and appreciation of visual and performing arts or another arts course that incorporates such content
	Nonnative (Foreign) Language - 2 credits required or demonstrated competency (effective date: fall 2004 semester)
Electives - 9 credits required	**Electives - 7 credits required (5 rigorous)** Recommended strongly: 1 or more courses that develop computer literacy [In 2004, requirement is 5 credits (3 rigorous)]
Total Credits: 20 11 required credits 9 elective credits	**Total Credits: 22** 15 required credits: 7 elective credits (2002) [17 required credits; 5 elective credits (2004)]

Note: In 2002, a student may substitute an integrated, applied, interdisciplinary, or higher level course within a program of study if the substituted course offers the same or greater academic rigor and the course covers or exceeds the minimum required content.

New Pre-College Curriculum

What is the new PCC?

A prescribed set of high school courses required for admission to a four-year degree program at a Kentucky public university.

When does it take effect?

Fall 2002

Why has it been revised?

To better prepare students for college level work and to reflect the new high school graduation requirements.

Who must complete the new PCC?

Beginning with the fall semester of 1999, anyone under age 21 who enrolls for the first time in a four-year degree program at a Kentucky public university.

Students need not complete the PCC to enroll in a community or technical college. All students are encouraged to take a rigorous high school curriculum.

What are the major differences from the current PCC?

- *Three credits of social studies,* instead of two
- *Three credits of science,* instead of two
- *One credit in art appreciation*
- *Half credit in health*
- *Half credit in physical education*
- *Two credits in a foreign language,* beginning in fall 2004

See the chart on page 12 for details.

Where can I get more information?

See your guidance counselor or contact:

Roger Sugarman
Kentucky Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601
Phone: 502/573-1555
email: roger.sugarman@mail.state.ky.us

Completing the PCC will enable students to compete for the Kentucky Educational Excellence Scholarships (KEES).

Commonwealth Diploma

If you've been an above average student and want to take an academically challenging program in high school, you may want to consider qualifying for the Commonwealth Diploma.

Earning this special diploma will result in your receiving special recognition at your high school graduation. More importantly, you will have completed a strong college preparatory curriculum and, because of the Advanced Placement classes required for the diploma, you may earn the chance to enter some fields of study in college on an advanced level. To top off the benefits, if you make a composite score of 8 or more on the three required AP tests and attend a public school in Kentucky, the costs of the tests will be refunded. Nothing to sneeze at, and definitely worth thinking about.

The requirements are:

1. Successful completion of at least 22 approved units of credit, including all the minimum unit requirements for high school graduation required by the state or specified by the local board of education.

2. Successful completion of all minimum requirements of the Pre-College Curriculum: (See "A Look at the Pre-College Curriculum.")

3. Successful completion (receiving a grade of "C" or its equivalent) of at least four courses as described in the Advanced Placement (AP) Program Course Description booklets of the College Entrance Examination Board:
   a. English (one course)
   b. Mathematics or Science (one course)
   c. Foreign Language (one course)
   d. Elective

4. Completion of AP examinations or International Baccalaureate examinations in three of the four subject areas specified above without regard to score.

The Commonwealth Diploma is awarded to each student completing the above program requirements. International Baccalaureate courses also count. Students completing those courses still must take the AP exams.

Each test is graded on a scale of one to five. The costs of the three required AP exams for each student are reimbursed to the local school districts by the Kentucky Department of Education for each student receiving a composite score of eight or more on these exams. Schools then reimburse the students who have paid the fees to take the examinations.

For more information contact your high school counselor, AP teacher, or one of the following:

Commonwealth Diploma:

Department of Education
Commonwealth Diploma Coordinator
Capital Plaza Tower, 19th Floor
500 Mero Street
Frankfort, KY 40601
502/564-3421
http://www.kde.state.ky.us

AP Program:

The College Board
Southern Regional Office
2970 Clairmont Road, Suite 250
Atlanta, GA 30329
404/636-9465
http://www.collegeboard.org

Your Headstart in College

Classes With Added Value

"Two-for-the-price-of-one"— how many times have you been in a shopping mall and seen this sign for super bargains? While none of your high school classes will have that sign, many should be considered real "bargains."

If you've succeeded in academically challenging courses, these classes can result in your getting an advanced start in college. They can have the effect of counting for introductory college classes. You get to move right into something more advanced. The possible advantages should be an incentive for you to try your very best.

Does that sound interesting? Let's take a look at some of these "value-added" classes.

Advanced Placement (AP)

Advanced Placement courses are designed to provide a chance for motivated students to take college equivalent classes. If you make a sufficiently high grade on the AP test administered by the College Entrance Exam Board, generally referred to as the College Board, your college may give you credit for that class and place you in a more advanced level course.

These courses are by no means easy. No doubt about it, AP classes are demanding and very challenging, but the pay-off can be great.

If you are highly motivated and a strong student academically, you could possibly earn as much as 25 percent of the credits needed for a college degree. Think about what you would save if you graduated in three years instead of four! Now we are talking about real money! If you are not interested in getting out of college in three years, you could have a year to take extra classes which excite you, perhaps include more classes in your major field of study, or take a second major.

There are currently 32 AP courses available, though not all of them are likely to be offered by every high school. Over 200 high schools in Kentucky take part in the AP program. In some schools, the classes are simply known as AP courses, in others they may be called a tutorial or honors class. Beware, however, some schools have honors classes which are not AP. That should keep you on your toes! Make sure you know exactly what you are taking.

The AP courses help prepare you for the AP examination. You must take the examinations if you want to earn college credits for your AP classes.

The cost of each AP exam is currently $75. (If you are in acute financial need, the College Board may reduce the exam fee.) That may seem like a lot until you compare that to the amount you would spend taking these classes in college. No doubt about it, this is definitely one of your "better buys." Your class would likely still count as a high school credit even if your score was not high enough to give you a college credit.

Not only that, if you meet the other qualifications for Kentucky's Commonwealth Diploma, and take three AP examinations, making at least a minimum composite score of eight for the three tests, you will be refunded the cost of the three exams. Just think what you could do with that refund! See the description of the Commonwealth Diploma for other requirements of that program. The examinations are given once a year in May. You must register with the AP coordinator in early February.

The exams are graded on the following scale:

5 extremely well qualified
4 well qualified
3 qualified
2 possibly qualified
1 no recommendation

Different colleges require different levels of performance on AP exams before awarding credits. If possible, you should check with the college you hope to attend to see what standards they use.

You may request the following brochures, free, from The College Board:

- *Sophomore Standing through the AP Program* - listing of all institutions prepared to give as much as a full year's credit to students presenting qualifying grades in enough AP exams.
- *Leading AP Institutions in the Nation and Region.*

Should you attend a high school which does not participate in the AP program, you can still study independently and take the examination.

In that case, you must make arrangements with a participating school to take the examinations. For information, contact your counselor or:

AP Program
The College Board
Southern Regional Office
2970 Clairmont Road
Suite 250
Atlanta, GA 30329-1639
(404) 636-9465
http://www.collegeboard.org

Dual Credit Program

Dual credit means taking classes which may fulfill both college and high school academic requirements. With permission of high schools, these special courses may be used to satisfy high school graduation requirements and are recorded on both high school and college transcripts. Credits are transferable to many colleges and universities, but you should check with those colleges of interest to you to determine their policies. Would you like these "two-for-the-price-of-one" classes? You may qualify if you are an excellent student and interested in earning a college degree in less than four years. Check with your guidance counselor and/or the office of admissions of colleges near you. (See *Guidelines for Dual Credit Admissions Standards.*)

Early Admissions Program

A program similar to dual credit is the early admission program available at some colleges. The major difference between the two is that in an early admission program, students of exceptional ability are actually enrolled in college before high school graduation, while in dual credit students are permitted to take college classes but are not actually admitted to the college.

If you feel you might qualify you may want to investigate this possibility. The college admissions counselors will review your academic performance, ACT scores, and other criteria (such as level of maturity) before making a decision.

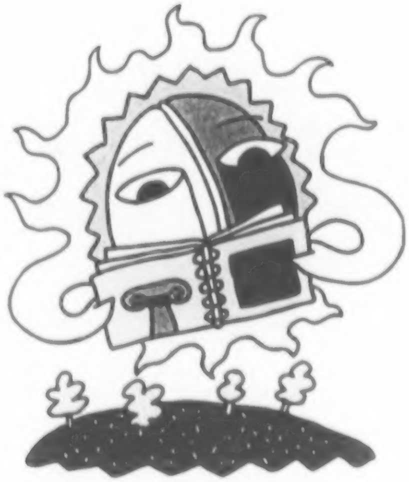
Junior Summer Program

If you are a high school junior and interested in putting the summer between your junior and senior years to good use, you might want to check out this program. If you qualify, you can enroll in freshman-level classes during the eight-week summer session, earn several college credits, and try out college life as well. Not a bad way to spend the summer! In order to be considered, you must have demonstrated outstanding ability and have taken the February ACT in your junior year. More information is available through the office of admissions of colleges which offer this program.

Independent Study Program

Some universities offer an independent study program in which, at the high school level, you can take correspondence courses for university credit. Courses are offered in a variety of areas. For a complete description of the courses and their costs, contact the Independent Study Program Office of the university in which you are interested.

Think carefully before you sign up for a correspondence class. Remember that no teacher will be coming around, encouraging you to finish your assignments. To succeed in these classes you must be self-motivated; otherwise your lessons will wind up in a desk drawer and you will wind up with an "incomplete" grade for the course!



Guidelines for Dual Credit Admissions

The Kentucky Council on Postsecondary Education has adopted the following standards for admission to dual credit courses.

1. Letter of recommendation from high school principal or counselor is required covering the student's qualifications to take dual credit, including a statement that the student is pursuing the Pre-College Curriculum.

2. Enrollment is restricted to seniors, with exceptions permitted for non-seniors enrolled in "advanced" high school courses:

   (a) Mathematics — calculus or above;

   (b) Sciences — second year physics, chemistry or biology;

   (c) Foreign languages — third year or above; and

   (d) Any AP course.

3. Composite score requirement:

   (a) For the ACT/PLAN, a composite score that exceeds the national mean; or

   (b) For the SAT/PSAT, a total score (verbal plus mathematics) above the national mean to be computed by adding the national mean scores on the verbal and mathematics components.

4. Grade point average (GPA) and discipline score requirements:

   (a) A high school GPA of 3.25 on a 4.0 scale in all courses completed at the ninth grade or higher *and* a 60th percentile (national) or higher on one of the following tests; or

   (b) A high school GPA of 3.0 on a 4.0 scale in all courses completed at the ninth grade level or higher *and* a 70th percentile (national) or higher on one of the following tests:

   (1) For the ACT/PLAN, the English percentile should be used for English and language arts courses, the mathematics percentile for mathematics courses, the science reasoning percentile for science courses, and the reading percentile for social studies; or

   (2) For the SAT/PSAT, the verbal percentile should be used for English, language arts, and social studies and the mathematics percentile for mathematics and science courses; or

   (3) An appropriate percentile ranking on a nationally recognized, discipline specific, placement test, e.g., the Toledo Chemistry Exam, may be used in lieu of the discipline scores cited in (1) and (2) above.

Academics + Technical Courses + Co-op = Job

"I hear and I forget.
I see and I remember.
I do and I understand."
-- Chinese proverb

Co-op education may have been started with that idea in mind. By combining classroom instruction with on-the-job training related to a career path, co-op education helps you to "do and understand."

The use of co-op education has grown enormously in recent years. Co-op programs are available in most high schools, in tech prep centers, and in many colleges.

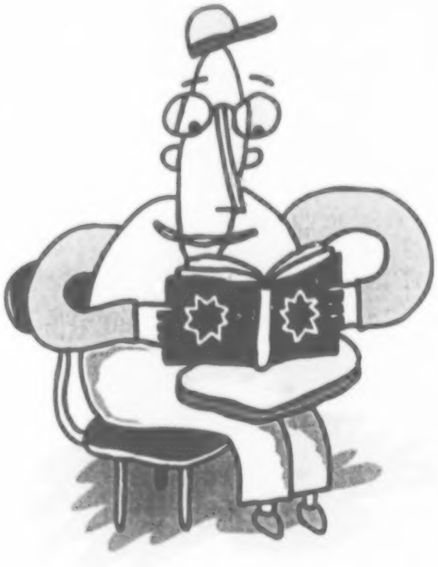
What are the advantages?

Co-op education can:

- link your classwork to "real life" work experiences.
- increase your motivation.
- help you to learn responsibility.
- allow you to learn about business and industry.
- give you contacts for employment.
- provide financial support for your education.
- reinforce classroom learning.
- provide on-the-job training.

Co-op education uses placements in many fields of work, including business, industry, government, social service, and the professions. The co-op programs try to match your classwork or major with a related job.

In some areas of study, such as engineering, co-op experiences are a required part of the curriculum, allowing students to get important "hands-on" experience. If you think that combining study with work in a co-op experience would benefit you, check out the co-op education possibilities at your high school or area technology center.



It's Never Too Late

Do you wish you had graduated from high school? If you haven't earned your high school diploma, you may be wondering how you could get back on the road to education. We have good news for you! There are programs designed to help you reach your goals.

Kentucky offers adult learners a strong program which includes:

- Literacy/Adult Basic Education (ABE) - for students who want to learn, or review basic skills, including reading, writing, math, and life skills. Instruction may be provided at learning centers, through one-to-one tutoring or small group instruction.
- GED program - for students who are ready to work on a high-school equivalency diploma, or by taking the General Educational Development (GED) test. You can get help in studying for the GED through a local adult education program.
- External Diploma Program (EDP) - For adult students who want to work toward a regular high school diploma through an assessment of competency in 65 skill areas. (Currently available in Fayette, Franklin, Johnson, Scott, Simpson, Warren, and Woodford counties.)

For information, call or write the Department for Adult Education and Literacy, Frankfort, KY 40601; 502/564-5114.

You may also enroll in the GED ON TV program sponsored by Kentucky Educational Television. This program allows you to study for the GED in the privacy of your home. To qualify for the GED ON TV program:

- you must be 17 years old or older,
- you must have been out of a regular high school for one year, or
- your class must have graduated.

What are the steps to a GED?

Step 1 - Contact your local Adult Education Program, 502/564-5114. For GED ON TV, call 1/800/538-4433.

Step 2 - Take an assessment test to help you discover what your skills are and the areas you need to improve.

Step 3 - Set up a study plan with an adult education instructor.

Step 4 - Work with your instructor until you are ready to take the GED practice test.

Step 5 - Take the real GED test after the practice test. The GED has five tests in the areas of Writing Skills, Social Studies, Science, Literature and the Arts, and Mathematics. The tests are usualy divided into two sessions. The fee for the GED test is $30.00 and $6.00 per subtest.

What other programs does Adult Education offer?

Other programs often sponsored by Adult Education include:

- English is taught as a second language for immigrants to the United States.
- Family Literacy is an approach to education which emphasizes family strengths and builds on natural family relationships. Family Literacy programs are designed to help both parents and children move toward self-sufficiency.
- Workplace Essential Skills programs are offered for companies wishing to help employees improve basic skills on the job.

Can you return to high school?

In some cities, school districts offer alternative high school classes in half-day sessions, morning, afternoon, and evening. These flexible classes make attendance easier for students who work. To receive a diploma you still must meet all state and local school district requirements for graduation, just as you would in a regular high school.

High school level correspondence courses available from the University of Kentucky provide another possible alternative route to finishing high school graduation requirements.

Things to consider

If you have a choice of going back to school for a standard diploma, satisfying requirements by correspondence, or completing the GED, you may want to consider which would be best in your future plans. Do you want to go on to college? Find employment? Join the military? Find your options and compare the advantages and disadvantages of each before you decide how to reach this important goal.

Add Spice to Your Life with Activities

So, you have your schedule and you've been to class a few days or weeks. You can even get around in the halls without getting lost! "Not so bad," you say. "I think I'm going to like this place!"

You will soon settle into a routine of classes at school and homework at home. But is that all there is to high school? Not by a long shot!

One of the big differences between high school and middle school is the greater chance you'll have to take part in all kinds of activities. Some of these may occur during school, some are related to school but meet after the final bell, and others take place in the community.

Why should you join?

Becoming a part of clubs, athletics and other groups can be a big boost for you. Without a doubt, belonging to and doing your bit for an organization will help you feel at home. You'll be building a community of friends and acquaintances that you simply can't get by just attending classes and going home every day right after school. An important note: Studies have shown that the greatest predictive factor for success in adult life is not test scores or grades but involvement in extracurricular activities.* Many activities are designed to fulfill a need at the school, such as the school newspaper or student government associations. Others offer you a chance to share common interests or to develop skills.

What should you join?

Sometimes activities are so appealing that you join many groups. You may soon feel as though you have gone through the cafeteria line and bought twice as much as you can eat! You do have classes — and homework — and end of the semester projects. Keep those commitments in mind and you'll be less likely to get yourself overcommitted, overextended, and generally stressed out. If necessary, ask your counselor, a teacher or your parents for advice on how to balance the time you spend on classes and activities. You'll avoid those problems.

You may be tempted to involve yourself in "a little of this, a little of that," changing activities every year. In the long run, you will probably get more enjoyment and make a better contribution by signing up for two or three activities during your high school years than you will by signing up for several activities one year and a different group the next year.

Take a look at a sample of the many activities found in high schools these days. Which ones appeal to you?

D

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* Source:
Kathleen Cushman, "College Admissions and the Essential School", HORACE: The Coalition of Essential Schools, May, 1994, pg. 3.

School management

- student councils
- class officers
- safety patrols
- hall monitors
- office assistants
- tutors
- leadership training programs

School publications

- newspapers
- yearbooks
- magazines
- student government publications

Special interest groups and clubs

- photography
- art
- mathematics
- films
- foreign languages

School service and honor clubs

- Beta Club
- National Honor Society
- Future Business Leaders of America
- Key Club

Drama and public speaking

- plays
- debates
- other speech events and contests

Academic activities

- academic teams
- special area competitions

Music activities

- chorus
- glee club
- marching band
- orchestra
- rock group

Social events

- parties
- dances
- picnics
- banquets

Athletics

- football
- basketball
- baseball
- soccer
- tennis
- track
- swimming
- golf

Intramural athletics

- team sports from the group above

Religious and social welfare

- Students Against Drunk Drivers
- YMCA, YWCA
- peer support groups
- Red Cross blood drives
- literacy programs
- scouting
- church youth groups

Can you believe there are so many choices? With this much variety, no one should have time to feel bored! Don't be content to be a "couch potato" after school. Jump right in and get involved! You'll enjoy it.

High School Data Sheet

Keep track of your activities starting in the ninth grade. List any honors and awards you received, organizations you joined and offices you held. If you update each year, filling out the activities section on college applications during your senior year will be a breeze. You may also be able to use the data in a resume when looking for a job.

Feel free to make a copy of this form. Please do not write on the original in the book.

HIGH SCHOOL DATA SHEET

Name ______________________________ **S.S. number** ____________________

Address ____

School code: __________ **Cumulative GPA** ________ **ACT scores** _______ **SAT scores** _______

	9th grade	10th grade	11th grade	12th grade
Honors/Awards				
Organizations				
Offices Held				
School Activities				
Outside Activities				
Work Experience (paid or voluntary)				

Tests, Those Dreaded Tests!

ACT CLEP SAT ACT PSAT TOEFL PLAN ACT ASVAB SAT II PSAT/NMSQT EXPLORE

A student in Kentucky schools? Then you can count on standardized and performance tests being a part of your life. Many of these tests are called by their initials, so you may feel like you are swimming in a sea of alphabet soup unless you get these straight!

Assessment under KERA

Can you use what you have learned in school in real-life situations? You can find out with the system of assessment which is in place under the Kentucky Education Reform Act. The assessments have three parts:

- transitional tests: students are asked multiple choice and open-ended questions and respond in writing to essay prompts;
- performance events: students work in a cooperative group to solve a problem which may require equipment in addition to paper and pencil and can be completed in about one class period;
- portfolios: students select their best work in writing and mathematics to put into these two collections. The portfolios have different requirements, and each is scored to a separate set of standards.

What's your learning style?

Some people learn best from listening, others learn best from reading, still others benefit most from hands-on experiences. Educators now recognize that not everyone learns in the same way. They are seeking to find out how you and other students learn best by administering one of several tests of learning styles currently being used in Kentucky schools.
Tests of learning skills assess your:

- cognitive style - preferred mode of taking in information;
- social style - preference for working alone or in a group;
- expressive style - preferred methods of giving out information;

Once learning style preferences are identified, classroom activities are being adapted to use a variety of methods so that you and all students can improve your learning. When you understand the learning styles that come naturally to you, you'll be able to use this information all through high school, college, technical school, and the world of work.

EXPLORE your future

What do you plan to do after high school? What will you do in high school to get ready for that? Now is the time to "EXPLORE your future." In the eighth grade your school may offer the opportunity to take EXPLORE. Whether you are going to work or to college after high school, EXPLORE helps you explore a wide range of careers related to the activities you say you like to do. Scores from tests in English, math, reading and science reasoning allow you and your teachers and counselors to identify your strengths and weaknesses and to plan for improvement.

Using the EXPLORE workbook, you can develop a plan for courses in high school to help you achieve your after high school goals. There are suggestions to help you make better use of your study time and activities to help you develop a list of careers that involve activities you like. Begin now to EXPLORE your future - make sure your dreams come true.

The PLAN Assessment

In the tenth grade, you may take PLAN. PLAN has several parts that help you make plans for the rest of high school and the years right after high school. The Interest Inventory helps you focus on careers closely related to your interests and academic achievement. The achievement tests in English, math, reading, and science reasoning, along with the Study Skills Assessment, help you identify your strengths and the areas where you need academic improvement.

The thinking skills measured with PLAN are the ones that employers say they want from high school graduates who go directly to work from high school. Taking PLAN in the tenth grade helps you to know how well you are doing in those skills. You have two more years of high school to take the courses that will help you develop skills that will give you an advantage in the job market.

PLAN is the best practice test for the ACT, which you will take if you are going to college. The four tests in PLAN are the same as in the ACT. Each of the test scores in PLAN ranges from 1 - 32. The ACT range is 1 - 36. For both tests, PLAN and ACT, you get a composite score that is the average of the four test scores.

When you take PLAN, your score report shows an estimated range for an ACT Composite Score. The estimate assumes that you continue your academic development at the same rate as you are currently doing. You have a chance to take more challenging courses or study harder if you want your score to be higher than the estimated range.

What is the ACT?

The ACT measures achievement in separate 35 to 50 minute tests for English, math, reading and science reasoning. Skills measured include, but are not limited to, solving problems, drawing conclusions from what you have read, interpreting charts or graphs, and making corrections on a draft form of an essay – not recalling specific facts, dates or definitions.

Each test is scored on a scale of 1 to 36. Some have subscores that help you spot strengths and weaknesses; colleges may use subscores to help you decide what courses to take your first year. You will also get a Composite Score, an average of the four test scores. When most people talk about their "ACT score" they are talking about their Composite Score.

When should you take the ACT?

As the ACT measures your ability to *use* the knowledge and skills you have acquired the whole time you have been in school, April of your junior year is a very good time to take the ACT. Most colleges want your scores early in your senior year; this would allow you to take the ACT again, if you have not done as well as you hoped. If you take the ACT again, you should do some intensive studying between tests.

ACT research shows that students who have taken a full load of college preparatory courses in high school do much better on the ACT and in their college courses than those who have taken less. ACT recommends that you take four years of English, at least Algebra I and II and Geometry; and at least three years of social studies and three years of science. The science should involve lab work, and you should take a strong math course your senior year. Though foreign language is not measured on the ACT, research done by ACT shows that students who complete at least two years of a foreign language do better in college. It is *very* important to know when the ACT is given and the registration deadline to avoid paying a late fee. (See page D-7 for the schedule.) Fill out the Interest Inventory, answer all the questions on the folder, include your check or money order and mail the packet by the deadline. Colleges and universities will get the Interest Inventory results as well as your test scores; they want more than just your ACT score when they consider your application for admission. This is your chance to give a full report of your out-of-class activities, the features that are important to you in a college, and the college activities you'd be interested in. Give yourself plenty of time to complete the registration form.

ACT REGISTRATION — MADE SIMPLE

Here are a few enhancements to the registration procedures for taking the ACT test:

- Students may log on to ACT's home page on the World Wide Web, http://www.act.org and register to take the ACT test.
- Instead of the World Wide Web, you may choose to register by using *College Connector*, ACT's computer-based college planning and admission application service.
- If you want to reregister, you may do so by telephone, electronically, or by filling in a few items on the standard registration form.
- You may revise information on your registration form (prior to reporting your score) by calling ACT.

What is the PSAT/NMSQT?

PSAT/NMSQT - While this test is commonly referred to as the PSAT, the full name is Preliminary Scholastic Assessment Test*/ National Merit Scholastic Qualifying Test. The test is given once each year in October. Students usually take this test during their junior year though some sophomores take it for practice. This test is optional, but you must register ahead of time to take it.

Why should you take the PSAT?

1. The PSAT/NMSQT is the first step in entering the National Merit Scholarship Program competition. These scholarships are "biggies" for the academically talented. Each year 1,800 non-renewable $2,000 scholarships and 4,200 renewable scholarships (worth from $250 to $2,000 or more per year) are awarded. You can't even be considered for a National Merit award without taking this test, so plan to sign up!
2. You are encouraged to take the PSAT if you are applying to the Governor's Scholars Program in Kentucky although ACT scores are also accepted.
3. The PSAT gives you good practice for the SAT I (Scholastic Assessment Test*) — sort of a trial run. This will give you a chance to see how you're likely to do on college admissions tests. Also, you can request that your name be sent to colleges seeking students like you.

Scores are indicated on a scale of 20-80 for both verbal and math abilities. This parallels the SAT scales of 200-800. Scores are reported only to you and to the scholarship programs. None of these scores are sent to colleges. PSAT scores have been "recentered" so that they relate to the recentered SAT scores.

Scholastic Assessment Test I* (SAT I Reasoning Test)

The "big brother" of the PSAT, the SAT I is a widely requested college entrance examination on a national basis. However, keep in mind that Kentucky colleges generally require the ACT. Most students first take the SAT I in the spring of their junior year. Many students improve their scores by taking the test a second time. Since colleges generally consider only your highest scores, you may find it to your advantage to take this test more than once. The SAT I is given in Kentucky seven times each year. Register about six weeks ahead to avoid paying a late entrance fee.

What is the SAT I?

The SAT I is a three-hour test divided into verbal and math sections. SAT I consists of three verbal sections that include an emphasis on critical reading, sentence completions, and analogies. The three math sections include standard multiple-choice, quantitative comparisons, student-produced response questions, and the opportunity to use calculators. There is also an equating section—which does not count toward scores—that can be either verbal or math. Each section is graded in a range from 200 to 800 points. The score is expressed with the subscores and the total composite score (i.e., 550 verbal, 500 math, total score 1050).

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* Previously the Scholastic Aptitude Test

1999-2000 ACT TEST DATES

http://www.act.org

Test Dates	Registration Deadline	Late Registration Fee
October 23, 1999	September 17, 1999	October 1, 1999
December 11, 1999	November 5, 1999	November 19, 1999
February 12, 2000	January 7, 2000	January 21, 2000
April 1, 2000	February 25, 2000	March 10, 2000
June 10, 2000	May 5, 2000	May 19, 2000

Basic registration fee is $22 (includes reports to up to 4 colleges). Late registration handling fee (add to basic fee (nonrefundable additional $15.)

1999/2000 SAT I and II TEST DATES

http://www.collegeboard.org

Test Dates	Test	U.S. Registration Deadlines	U.S. Late Registration Deadlines
October 9, 1999	SAT I and SAT II	September 14, 1999	September 18, 1999
November 6, 1999	SAT I and SAT II	October 1, 1999	October 13, 1999
December 4, 1999	SAT I and SAT II	October 29, 1999	November 10, 1999
January 22, 2000	SAT I and SAT II	December 17, 1999	December 29, 1999
April 8, 2000	SAT I and SAT II	March 3, 2000	March 15, 2000
May 6, 2000	SAT I and SAT II	March 31, 2000	April 12, 2000
June 3, 2000	SAT I and SAT II	April 28, 2000	May 10, 2000

SAT I and II Test Fees

Basic Registration and Reporting Fee	$13
(Add this fee to the total for SAT II: Subject Tests. Includes fee to send score reports to up to 4 colleges and scholarship programs.)	
The Basic Registration and Reporting Fee and the Test Fee are nonrefundable.	
SAT I: Reasoning Test	$23.50 (Includes basic registration and reporting fee)
SAT II: Subject Tests (add basic registration and reporting fee)	
Writing Test	$11
SAT II Language with Listening Tests (including ELPT)	$ 8
All other subject tests	$ 6

Service Fees

Late registration fee	$15
Standby fee	$30

*Please refer to the 1999/2000 Registration Bulletin for more information.

Preliminary SAT/
National Merit Scholarship Qualifying Test
(PSAT/NMSQT)
Tuesday, October 12, 1999
Saturday, October 16, 1999
Check with your counselor about testing fees.

Advanced Placement (AP) Examinations
Exam Dates
May 8-12, 2000, Monday through Friday
May 15-19, 2000, Monday through Friday
(Different AP exams are offered on different days.)
AP Exam fee is $76 for each AP examination

For more information regarding test dates, fees, and location of test sites, see your guidance counselor.

SAT test scores have been "recentered" so that 500 will be the average score. While most test takers' scores will go up, percentile scores will remain the same.

Why should you take the SAT I?

The main reason for taking the SAT I test is that many colleges and universities throughout the country require or request the SAT I. Most schools will accept *either* the ACT or the SAT I.

Special testing for ACT or SAT I

Students with disabilities may request special testing arrangements for either the ACT or the SAT I. Those accommodations may be special test editions such as Braille or cassette, flexible test dates or extended-time tests. The type of testing situation will depend on the type of disability. Registration and documentation of disabilities must be done well in advance. See your guidance counselor EARLY for assistance.

Sat II Subject Tests

The SAT II, previously called the Achievement Tests, each one-hour long, are offered by the College Entrance Examination Board. They measure your level of knowledge in specific subject areas compared to the level of knowledge of other students in the United States. About a third of the colleges are likely to request the new SAT II as they have asked for the Achievement Tests in the past. Generally, they are among the most competitive colleges and universities in the country.

NOTE: Calculators are *recommended* or *required* for College Board Tests including PSAT/NMSQT, SAT I, SAT II, AP Calculus, Chemistry and Physics, and Math Level IIC Subject Tests. Check before the test to see if calculators are allowed or required.

Taking examinations for credit (CLEP or PEP)

If you knew that you could skip a college class and still get credit by taking a single exam, would you take the test? You can sometimes do exactly that by taking proficiency tests.

The College Level Entrance Examination Program (CLEP) and the Proficiency Examination Program (PEP) test your proficiency and knowledge of a given subject. Passing the tests saves you time and money.

CLEP is sponsored by the College Board. The Educational Testing Service administers the exams regularly to high school students in the spring of their senior year in over a thousand locations in the United States. For more information, contact your counselor.

PEP is sponsored and administered by ACT six times a year, in over a hundred locations. Most colleges and universities accept credits earned through these tests. The grade criteria and the number of credits applicable to a degree vary among colleges, however, so you'd be wise to check with the admissions offices of the colleges in which you are interested.

The CLEP tests come in two varieties, specific subject and general. The general tests, five in all, are the most popular because these cover areas of general education which most college students must complete.

The areas are English composition, humanities, college mathematics, natural sciences and social science and history. Each exam is 90 minutes long and all questions are multiple choice, measuring intellectual experience rather than specific knowledge. While you can take individual sections of the general test, the group of five is usually taken together. They represent the core liberal arts education for college freshmen and sophomores.

The CLEP specific subject exams are 90-minute, multiple-choice tests, available in 45 different subjects. They are similar to final examinations at the end of a college course.

Many have an optional 90-minute essay which some colleges require before awarding credit.

PEP exams cover a specific subject. Most are multiple choice, though some also have an essay. PEP exams test your knowledge of a subject and your ability to apply its concepts. These exams usually last for three hours.

How you earn credit

The credit you receive is awarded by the college you attend. Each college decides on a minimum acceptable score and how much credit will be awarded. Before you take any proficiency exam, you should find out your college's policy on the exams.

Preparing for the exams

Currently, the charge for taking a CLEP examination is $44 and may include a $10 administration fee. PEP exams cost between $35 and $50. When you consider the cost of tuition for a comparable course in college, you will quickly see how much money you can save with these exams.

The key to passing these exams is good preparation. All kinds of books are available as study guides. Start with your high school or public library. If not available there, they may be ordered through a bookstore. The College Board and ACT also publish their own study guides which can be ordered. The addresses are:

College Board Publications
Box 886
New York, NY 10101-0886
Call (800) 323-7155, or order online
through the College Board Online store.
http://www.collegeboard.org

ACT-PEP Coordinator
Proficiency Examination Program
P.O. Box 168
Iowa City, IA 52243
http://www.act.org

In addition, many universities have developed departmental exams to supplement or replace CLEP and PEP tests. The departmental tests are much the same as the CLEP and PEP tests and result in the awarding of credit if passed.

What is the ASVAB?

The Armed Services Vocational Aptitude Battery (ASVAB) is the most widely used aptitude test in the United States. It measures aptitudes for general academic areas and for career areas, including most of the civilian and military occupations. The Interest Finder – derived from The Self-Directed Search, a widely accepted interest inventory – is now administered, with the ASVAB. Counselors may ask an Armed Services Education Specialist to administer the ASVAB to help you learn about your aptitudes, explore careers, and consider career decision-making. You are not obligated to join the military if you take this test.

The TOEFL

The Test of English as a Foreign Language (TOEFL) evaluates the English proficiency of students for whom English is not the native language. The test measures listening comprehension, structure and written expression, and reading comprehension. If you believe the TOEFL would be useful for you, contact your guidance counselor for information, or write:

Educational Testing Service
Southern Field Office
Suite 400
Lakeside Centre
1979 Lakeside Parkway
Tucker, Georgia 30084
Phone: 770-934-0133
FAX: 770-723-7436
http://www.toefl.org

Need Help with Schoolwork?

Having trouble with some of your classes? Help is available that can get you on track, making progress today, tomorrow, and in the future, moving toward graduation from high school and beyond. Extended School Services is a program which offers a service you may need.

Extended School Services

Extended School Services is available to *any student in the public schools, primary grades through grade 12,* who may need extra help with school work in order to keep up with regular classmates and not to fail in school. You can get the extra help in many ways including individual tutoring, small study groups, computer programs, preparation for exams, and study skills. You may be helped by a teacher, other students, teacher aides, or others. The tutoring is related directly to your classes allowing you to get immediate results in a better understanding of course material — and probably better grades.

The extra help may be scheduled to take place before or after school, on Saturdays, evenings or during the summer months. You can receive this extra assistance for one day, a week, or several weeks if you need it. Sessions *are not* scheduled during the school day. Just talk to your teacher about the schedule that will be best for you.

Join the many students who are taking advantage of Extended School Services program to become better students. By taking action early, you can get help when you need it most. As your school work improves, you will become a more successful student and a happier person.

The TRIO Programs

Talent Search, Upward Bound and Student Support Services
And, for adults, Educational Opportunity Centers and Veterans Upward Bound

College: not just a dream

Sometimes, the thought of going to college seems like an impossible dream. Your family can't afford the cost or no one at home is encouraging you to consider college since they didn't go. Don't be discouraged by these road blocks. Getting a good postsecondary education will give you an opportunity to have a better life.

In some high schools, special programs help students from low-income families in which neither parent has a "four-year" degree, or students with disabilities, to go to college. TRIO programs, as they are called, include Talent Search, Upward Bound, and for college students, Student Support Services. In centers based in Louisville and Morehead, adults are served by Educational Opportunity Centers. Adults in some southeastern Kentucky counties are served by an EOC based in Tennessee. (See listing of all programs and the counties they serve following this section.) Also, adults in the Hopkinsivlle and Bowling Green areas are served by Veterans Upward Bound.

Talent Search

This program looks for youth and adults with potential for postsecondary education; encourages and helps them to graduate from high school and to enroll in postsecondary programs. Talent Search also encourages high school dropouts to return to school to earn a diploma, to obtain a GED, and to enter a postsecondary program. Counseling about academic, financial, and personal matters is available. Students learn about their aptitudes and possible careers. Those in the program receive assistance in making application for admission to college or vocational school and for financial aid.

To be eligible:

Talent Search serves students in grades 6 - 12 as well as adults. Most, though not all participants, must be low-income persons in families where neither parent has a "four-year" degree. Any student who could benefit from the program is encouraged to apply.

Does this program work?

You bet it does! In many Talent Search projects, 75 to 80 percent of their seniors go to college. In some programs, a greater percentage of Talent Search seniors entered postsecondary education than did seniors in the general student body.

Upward Bound

One of the oldest TRIO programs, Upward Bound, is a highly successful, college-based program of high quality academic instruction, tutoring, and counseling for low-income, disadvantaged high school students, most of whom would be the first in their families to consider postsecondary education.

During the school year, Upward Bound students get academic instruction, tutoring and counseling after school and on Saturdays. Counselors keep up with their progress in high school. The students learn about the college application process and how to apply for student financial aid.

Many Upward Bound students also go to a five or six-week summer program on a college campus. During that experience students are involved in an intensive academic study program, emphasizing English, mathematics, science, reading and writing. Students have a chance to take tests that help identify strengths and weaknesses. Instruction is tailored to each individual, often with as few as four students per teacher. Counseling is another important part of the program.

Another type of Upward Bound program is Upward Bound Math and Science Program. These programs are also college preparation programs for low-income high school students who excel in the math and science areas. To participate in a UBMS program, students must have an interest in pursuing a college degree and career in a math, science, or engineering related field. During the summer program, students conduct scientific research guided by college professors. During the school year, students may participate in a regular Upward Bound or Talent Search program, or if they are not participants in either of these, they may be provided services by UBMS.

To be eligible:

Students must be between the ages of 13 and 19 (except for veterans), enrolled in high school, planning to go to college, and needing the services in order to fulfill their goals. Students are selected on the basis of recommendations of their counselors, teachers, and social agencies.

Does this program work?

Yes, indeed it does! One study showed more than 90 percent of Upward Bound graduates entered college or universities and were more than four times as likely to have earned an undergraduate degree as students from similar backgrounds who did not participate in Upward Bound. That's real success!

Student Support Services

Student Supportive Services are available to disadvantaged, first-generation college students, and to the physically handicapped. This program was designed to help students stay in college once they enter.

Services include instruction and tutoring in reading, writing, study skills, mathematics, and other subjects necessary for success in college. Students receive academic, financial, and personal counseling if needed, and assistance in obtaining student financial aid. Students also may get information on further educational opportunities and assistance in securing admission and financial assistance for enrollment in graduate and professional programs.

To be eligible:

Students must be enrolled (or accepted for enrollment) in a program of postsecondary education at a sponsoring institution and need the services of the project. Participants must be either low-income, first-generation college students, or physically handicapped.

Does this program work?

Definitely "yes." A study by the U.S. Department of Education showed that students who received a full range of support services were more than twice as likely to complete their first year as students who did not have the services.

What's the next step?

If you want to go to college and think you might qualify for any of these programs, contact your guidance counselor for more information. This could be the help you need to make your dreams come true!

For adults — Educational Opportunity Centers

These centers provide adults in low-income communities with information about high school, GED, postsecondary educational programs, financial aid and career opportunities. EOC counselors also help with the preparation of college admissions and financial aid applications. Professional career and education counselors help clients select and apply to schools suited to career interests, identify grants and loans to help pay educational expenses and complete admissions and financial aid forms. The combination of all services in one place can make an EOC a "one-stop" center for many of your educational needs.

Veterans Upward Bound

These programs provide services and activities to promote high school completion (GED), enhancement of educational skills, and postsecondary enrollment of eligible veterans. These services and activities are accomplished by individual counseling, tutoring, and instruction. Individual counseling may also include educational, career goals and clarification counseling, postsecondary school admission advising, and financial aid application advising. Veteran participants are also provided an opportunity for cultural enrichment activities.

Remember, there are lots of programs that can help. Ask about them.

Location of Kentucky TRIO Programs

APPALACHIAN OPPORTUNITY CENTER

Middlesboro Office:
606/248-2858
Manchester Office:
606/598-5127

ASHLAND COMMUNITY COLLEGE

Student Support Services
606/329-2999

BEREA COLLEGE

Educational Talent Search/ Upward Bound
606/986-9341
Upward Bound Math and Science
606/986-9341

BRESCIA COLLEGE

Student Support Services
502/686-4259

EASTERN KENTUCKY UNIVERSITY

Educational Talent Search
606/622-5425
Upward Bound
606/622-1080
Student Support Services
606/622-1050

HAZARD COMMUNITY COLLEGE

Upward Bound
606/436-5721
Student Support Services
502/436-5721

HOPKINSVILLE COMMUNITY COLLEGE

Upward Bound
270/885-2009
Veterans Upward Bound/ Student Support Services
270/889-9474

JEFFERSON COMMUNITY COLLEGE

Student Support Services
502/584-0181

KENTUCKIANA METROVERSITY

Educational Opportunity Center/ Educational Talent Search
502/584-0475

KENTUCKY STATE UNIVERSITY

Upward Bound
502/22[illegible]-6620

LEXINGTON COMMUNITY COLLEGE

Educational Talent Search
606/257-5597
Upward Bound
606/257-4071

MADISONVILLE COMMUNITY COLLEGE

Educational Talent Search
Upward Bound
Student Support Services
502/821-2250

MOREHEAD STATE UNIVERSITY

Educational Talent Search
606/783-2977
Educational Opportunity Center
606/783-2063
800/262-7474

West Liberty Office:
800/646-5372
606/743-1500

Prestonsburg Office:
800/648-5372
606/886-2629

Ashland Office:
800/648-5370
606/327-1777

Upward Bound/Student Support Services
Upward Bound/Math and Science
606/783-2005

MURRAY STATE UNIVERSITY

Educational Talent Search
270/762-4493
Upward Bound
270/762-4492
Upward Bound Math and Science - AIMS Program
270/762-5429
Student Support Services
270-762-2059

NORTHERN KENTUCKY UNIVERSITY

Educational Talent Search
606/572-5184
Upward Bound
606/572-5186
Student Support Services
606/572-5138

PADUCAH COMMUNITY COLLEGE

Student Support Services
502/554-9200

PIKEVILLE COLLEGE

Upward Bound
606/432-9314

SOMERSET COMMUNITY COLLEGE

Student Support Services
606/679-8501 ext. 3333

SOUTHEAST COMMUNITY COLLEGE

Upward Bound/Student Support Services
606/589-2145

UNION COLLEGE

Upward Bound/ Student Support Services
606/546-4151

UNIVERSITY OF KENTUCKY

Student Support Services
606/257-1991

UNIVERSITY OF LOUISVILLE

Upward Bound
502/588-6719

WESTERN KENTUCKY UNIVERSITY

Educational Talent Search
270/745-3757
Upward Bound
270/745-4873
Student Support Services
270/745-4403
Leadership Training
270/745-2379
Veterans Upward Bound
270/745/5310

The Call to Service

Every five hours in America a 15- to 19-year old is murdered ... The teen suicide rate has tripled in the last thirty years ... Homeless women and children increased by 80 percent during the 1980s ... The American educational system consistently ranks at or near the bottom in test scores of industrialized nations ... Here in Kentucky, only 53 percent of the state's adults have graduated from high school ... The earth seems on the brink of environmental disaster ...

These facts and figures reflect some of the loneliness, despair, and low self-esteem prevalent in much of our society. These are just a few indicators of the challenges facing our generation.

As young people, you can sit around and complain about the country and the world that you are inheriting, or you can join 60 percent of American teenagers* who are taking action to improve their communities through service. Of course, one person cannot solve these problems single-handedly; but you can, and you must become a part of the solution. As Gandhi said: "You must be that change you want to see in the world."

Why volunteer?

It's clear that your community and your world needs you to volunteer, but you still can bet that over half of the young people in our country would not be volunteering if they were not getting something in return.

KERA set new learning objectives such as:

Goal 4: Become responsible members of a family, work group, or community including demonstrating effectiveness in community service.

Goal 5: Think and solve problems in school situations and in a variety of situations they will encounter in life.

What better way to achieve such goals than by getting involved in real community issues through service?

Through such service learning one can begin to understand the underlying causes of community problems, gain new insights into oneself and develop leadership skills.

Quite simply, in a society where young people too often believe they are not valued and respected, it feels good to make a difference in someone's life or to address an important community need. As one young volunteer said about her service experience: "It makes me feel like I'm here for a reason — to help people!"

Service learning — rewarding and fun

P-12 service-learning is about the vital contributions young people can and do make to their communities. Service-learning encourages young people to become an active part of a decision-making process that identifies critical community issues and then addresses the issues by participating in meaningful service to their communities. Service-learning is based upon the belief that students develop basic and advanced skills, and learn most effectively, when they are engaged in learning that is related to real life experiences. Service-learning encourages both individual leadership and group collaboration skills by uniting people around a common issue. The Kentucky Department of Education supports the advancement of service-learning through grants to local school districts, schools, and classroom teachers with funds received from the National and Community Trust Act of 1993.

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*Independent Sector study

AmeriCorps*USA is a national service initiative being implemented in Kentucky by the Kentucky Commission on Community Volunteerism and Service. This program engages U.S. citizens (or legal resident aliens) age 17 and older in volunteer service programs around the state. Members selected receive specific benefits while they are serving and an educational award of $4,725 after their term which can be used toward continuing education or to pay back school loans. Most positions are on a full-time basis. For more information, contact:

Kentucky Commission on Community Volunteerism and Service
AmeriCorps Recruitment
46 Mill Creek Park
Frankfort, KY 40622
502/573-5195

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How can you help?

Ask your teachers, guidance counselors and/or principal how your school can become involved in service through your school. Your class can try serving meals at a homeless shelter. Organize a recycling project. Tutor or mentor a child. How you do it is up to you. Just do it!

For more information, contact:

Community and Family Engagement Branch
Kentucky Department of Education
1731 Capital Plaza Tower
500 Mero Street
Frankfort, Kentucky 40601
502/564-3678
E-mail: kschmalz@kde.state.ky.us

Be an AVID learner

Advancement Via Individual Determination

Advancement Via Individual Determination is an international program designed to capture the true potential of all students. The primary mission of AVID is to ensure that all students – especially students in the middle, not previously successful in a college preparatory path will:

succeed in a rigorous curriculum;

enter mainstream activities of the school;

increase their enrollment in four-year colleges;

and will become educated and responsible participants and leaders in a democratic society.

The AVID pedagogy is not about changing curriculum but is about allowing all students to have access to a rigorous college preparatory curriculum.

The AVID methodologies incorporated into this progarm are to include the following: curriculum instruction in Cornell note taking, test-taking strategies, proper study habits, and organizational techniques; incorporating the use of college students as tutors; the development of a team teaching approach; the introduction of technology; parent/student/teacher collaboration; individual and group guidance in college and career choices; and providing support systems to all aspects of the students life.

AVID is a program for students in grades 6 - 12 that prepares students most underrepresented in postsecondary education for four-year colleges. It also strengthens a school's infrastructure by focusing attention and support on the school teaching methodologies to make college preparatory curricula accessible to almost all students.

If you like the idea of the AVID program and would like to know if it is available in your school, talk to your principal, guidance counselor or teachers, or contact:

Ms. Phoebe Ali
State Director
State AVID Office
1130 W. Chestnut Street
Louisville, KY 40203
Phone: 502/485-8183
FAX: 502/485-8149
or:
Mr. Gordon Newton
Kentucky Department of Education
500 Mero Street, 6th Floor
Frankfort, KY 40601
Phone: 502/564-2116

Governor's Minority Student College Preparation Program

Why was the program started?

This program was started in 1986. It was developed to (1) provide academic enrichment activities for middle and junior high school minority students, encourage them to stay in school and to enter college; (2) make young African American students aware of the benefits and value of college and more likely to consider college as an achievable option; and (3) to prepare these students to be successful in college-level work and to persist to college graduation.

Where are the programs?

Programs are located on eight university and community college campuses across the state. Each program is different. It would be most beneficial for you to attend the one closest to you. The programs and their coordinators follow:

Kentucky State University

To Care Program:
Coordinator - Mr. Paul Wood

The program offers academic and culturally enriched activities for students in the Frankfort and Franklin County service area. Also offered are skills enrichment in math, communication skills, computer science, and career awareness. Sessions are held during the school year as well as selected times during the summer. Workshops also are offered for parents.

Henderson Community College

Summer Enrichment Program:
Coordinator - Ms. Gail Bushrod

A four-week daytime program for middle and junior high school students from Henderson and Union counties. Students are offered enrichment in math, reading, and science. Also culturally based experiences are provided to enhance self-esteem. Follow-up during the academic school year includes monitoring academic progress and attendance.

Hopkinsville Community College

Let's C.H.I.L.L. Program:
Coordinator - Ms. Vernell Larkin-Bussell

Provides tutorial services in reading, math, and science for students in grades six - eight. It is a four-week daytime program focusing on improving self-esteem, career awareness, money management, and pursuit of postsecondary education at graduation.

Madisonville Community College

Project AIMS:
Coordinator - Ms. Vernell Larkin-Bussell

Provides tutorial services in reading, math, and science for students in grades six - eight. It is a four-week daytime program focusing on improving self-esteem, career awareness, money management, and pursuit of postsecondary education at graduation.

Morehead State University

MTEP Summer Enrichment Program:
Coordinator - Ms. Ernestine M. Winfield

The program brings 40 middle and high school students to the university campus for a one-week residential experience. Students are introduced to college life through classes, social activities, tours of the university and the region. Interaction with teachers, counseling, goal setting and evaluation of academic strengths are key parts of the program.

Murray State University

Student College Preparation Program:
Coordinator - Ms. Renee M. Roland

The program brings 55 middle school students to campus to participate in on-campus and community activities to create greater awareness of postsecondary education. Students attend workshops on life skills, technological trends, critical thinking, academic skills enhancement, personal development, and cultural enrichment.

University of Kentucky

Minority Student College Awareness/YMCA Black Achievers: Coordinator - Ms. Mildred M. Bailey

Program provides activities of early intervention to enhance the postsecondary aspirations and success rate of upper elementary, middle and high school students. The programs emphasize integrated mathematics, science, visits to UK campus, cultural activities, language arts, computer technology and field trips.

Realizing Academic Potential - Project RAP (with Winburn School)

Activities of this program focus on students at Winburn Middle school and include activities related to academics, career awareness presentations by professionals, college campus visits, field trips and parent involvement seminars.

University of Louisville

Governor's Minority Student College Preparation: Coordinator - Mr. Ralph Fitzpatrick

A. The university coordinates the early intervention efforts of public schools, higher education institutions and community groups through workshops for students, parent groups, tutorial centers, and recognition programs.

B. *Collegiate Cadets* (with Lincoln Foundation and Louisville Urban League) - Provides 50 middle school students with academic support, counseling and mentoring in an academic enrichment program.

C. *Youth Toward Excellence Program* - Middle school students from Jefferson County are offered assistance in basic academic skills, i.e., reading, tutoring, counseling, study skills, mentoring, home visits, and parental counseling. Sessions are held during the school year culminating in an intense one-week summer residential program.

D. *Health Careers Adventure Program* - The program is focused in the west Louisville area and provides sixth, seventh, and eighth grade students exposure to various health professions, a four-week structured summer academic enrichment program, monthly enrichment and follow-up, and personal development seminars/workshops.

Western Kentucky University

Project AIMS: Coordinator - Ms. Monica Burke

Junior high and middle school students in the Bowling Green, Franklin and Glasgow areas participate in enrichment programs designed to promote self-esteem, academic achievement and to encourage students to establish long-term educational goals beyond high school. Program activities include parent information seminars, career awareness workshops, math, science, reading and English, information on college admissions, and cultural experiences. The program is administered during the school year with a summer component that generally consists of a cultural and educational field trip.

What would you gain?

Students can improve academic and study skills as well as learn about careers by participating in these programs. Improving academic skills will help students do better on tests in school and on national college entrance tests. Students can learn a lot about college life and what it takes to succeed in college through your participation in these programs.

For more information, contact:

Mr. Sherron Jackson
Director for Equal Opportunity and Facilities
Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort KY 40601-8204
Phone: 502/573-1555
Fax: 502/573-1535
E-mail : sherron.jackson@mail.state.ky.us
http://www.cpe.state.ky.us

Governor's Scholars Program

> *"GSP not only built confidence, determination, and creativity, but also a worldly understanding of ideas different from my own."*

Dan Birdwhistell, 1996 scholar
Scott County High School

> *"The teachers in this program have challenged me to move outside my comfort zone and have forced me to think beyond what is just printed material. I have now learned to think more independently in order to develop my own opinions, with reasons to support my opinions, with reasons to support my ideas. Throughout the process, I feel that I have grown mentally, physically, and spiritually."*

Lauren Cosby, 1999 Governor's Scholar
Dixie Heights High School

What is the Governor's Scholars Program?

The Governor's Scholars Program is a stimulating five-week residential summer program for outstanding Kentucky students during the summer before their senior year.

The program offers Scholars a chance to know and become friends with other enthusiastic students in a non-traditional academic and personal growth experience in an active living and learning community. The give-and-take among Scholars from different backgrounds is one of the most treasured aspects of the program.

The program gives students, faculty, and staff the rare opportunity to share the joy and discovery of learning and to exchange ideas in a warm community atmosphere without concern for grades or credits. A select group of high school and college teachers works closely with the Scholars in classes and other activities. Speakers, performers, films, field trips, special events, and a wide range of recreational opportunities offer students an array of stimulating activities that provide fun and enjoyment, as well as learning opportunities.

There is no cost to students except for personal articles and laundry, snacks, and such incidental expenses.

How does a student attend the Governor's Scholars Program?

Every school district and all certified private schools may nominate a designated number of students. Students must meet strict, demanding academic and personal admission criteria to be eligible to apply. Strong, successful efforts are made to recruit minority students. There is very heavy competition each year to become a Governor's Scholar.

If selected to attend, Scholars are expected to participate fully in daily classes and become deeply involved in the academic and intellectual life of the community. Each Scholar must live on campus for the entire five-week period, including weekends. If interested in applying to the program, see your guidance counselor or contact:

Governor's Scholars Program
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601
Phone: 502/573-1555
FAX: 502/573-1535
mail to: deanna.clark@mail.state.ky.us

Governor's School for the Arts

"I was ALWAYS learning. This is by far the best experience I've ever had.."
(Visual Artist - Muhlenberg County, 1997)

"This program offered more than I ever wanted or dreamed. The experience was the most life changing and the best of my life. The connections I made through GSA, the techniques, the friends, the memories, and the feelings will always mean so much. I loved GSA and still do. It is a great program for students like us all!"
(Drama Student - Oldham County, 1997)

What is the GSA?

GSA is Kentucky's premier honors program for students who excel in the arts. It is a joint program of the Kentucky Center for the Arts and the Governor's Office through the Education, Arts and Humanities Cabinet. Best known for its three-week, summer residential program which accepts artistically talented high school students who have completed either their sophomore or junior year, GSA is much more!

The program gives young artists a chance to study with fine professional artists and art educators through art shops held in the fall and to experience community living with other artistically talented students in the summer program. Many students say that they gain two years' worth of knowledge and experience in this intensive three-week program.

There is no cost to students except for personal articles, laundry, snacks, and incidental expenses.

What are the benefits of GSA

- the opportunity to learn in the supportive community of distinguished teaching artists;
- the chance to audition for scholarships before the nation's top colleges and universities;
- the excitement of performing at the Student Performance Festival at the conclusion of the program;
- serious fun!

How does a student attend?

You may want to apply to the Governor's School for the Arts if you are highly talented in one of these art forms: creative writing, dance, drama, instrumental music, vocal music, or visual art. Students should be dedicated, disciplined, and show potential for becoming productive creative artists.

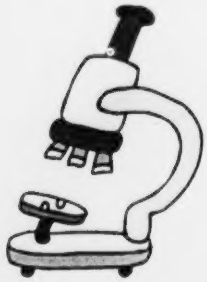
Admission to the GSA is determined by:

1. audition in the performing arts;
2. portfolio review in visual arts;
3. manuscript review in creative writing.

Applications and audition procedures may be obtained from the designated GSA liaison in your high school, your high school counselors, or by writing to:

Applications
Kentucky Governor's School for the Arts
Kentucky Center for the Arts
501 West Main Street
Louisville, KY 40202
Phone: 502/562-0147
Fax: 502/562-0747
Student Helpline: 502/562-0192
mail to: gsa@kca.org
http://www.kca.org/education/governors.html

The Professional Education Preparation Program (PEPP)



If you have liked and done well in science classes in high school, you may be thinking about a career in medicine or dentistry. You may also know that competition is strong for admission to medical and dental schools.

For many years, students from rural counties and certain inner- city areas in Kentucky had low rates of admission to medical and dental schools, and those counties also had a scarcity of doctors and dentists. A special program was started in 1980 by the Kentucky legislature to increase the chances of success for students from those areas and to encourage professionals to practice in those rural counties.

What is PEPP?

While PEPP has several components, the heart of its program is the Pre-Freshman Summer Workshops. These workshops for high school graduates are held for six weeks each summer at the University of Louisville and the University of Kentucky. You do not have to be admitted to one of these schools as a college freshman to be eligible for this program.

The programs focus on the development of basic academic skills. Instruction in biology, mathematics, chemistry, and writing are major parts of the curriculum. Students also work on developing good study skills while they gain some clinical exposure. If you attend a summer workshop, you will live on campus in a dormitory, just as you would as a college freshman.

Who is eligible?

If you live in one of the eligible rural Kentucky counties or from certain areas of Fayette and Jefferson County, and have graduated from high school, you may be eligible to participate in PEPP during the summer between graduation and your freshman year in college.

Application forms are available from guidance counselors in the winter or after January 1 of your senior year. Final selections are based on several criteria including home county, grades, test scores, county of origin, and long-standing interest in medicine and dentistry.

How does PEPP help you?

Studies show that students who take part in PEPP:

- apply to medical and dental school at more than twice the rate of students who do not participate.
- are accepted at a much higher rate than other students from the same counties who did not take part in PEPP.

If you are seriously interested in a career in medicine or dentistry, and are from an eligible county, you would be very wise to consider applying to PEPP.

Does it cost anything?

PEPP is available to *most* students at no cost. However, those with a gross family income of $75,000 per year or more will be required to pay a fee of approximately $1,500.

College-Based Summer Programs

Type: **Agriculture**
Program: Institute for Future Agriculture Leaders
Description: One-week conference promoting agriculturally related careers and leadership development for 40 students selected from highly qualified juniors. Sponsored by Farm Bureau. Some financial assistance available.
Dates: Call or write for dates
Contact: Local Farm Bureau President

Type: **Art**
Program: Summer Art Workshop
Description: "Life Drawing" portion will explore wet and dry media and be structured in relationship to the painting experience. The painting portion will focus on painting as a responsive process include aspects of gesture, color, mass, and composition. To be eligible, students must be at least 14years of age and be entering the 10th grade.
Dates: June
Contact: John B. Griffin - 800/669-7654
Address: Office of Continuing Education
Murray State University
P O Box 9
Murray, KY 42071-0009

Type: **Art**
Program: Summer Art Workshop
Description: Staffed by artists and educators, our workshops offer children who have completed kindergarten through the twelfth grade a variety of fun and exciting art experiences.
Dates: June/July
Contact: Becky Bilbo - 606/341-5800
Address: Thomas More College
Thomas More Parkway
Crestview Hills, KY 41017

Type: **Careers**
Program: Career Connections
Description: A continuous program which provides career assessment and individual career counseling. Training in job search techniques, completing job application, writing a resume. Many resources available for exploring career options, including the ACT DISCOVER Program.
Dates: Call or write for dates.
Contact: Danny Witten - 502/769-2371 ext. 290
Address: Elizabethtown Community College
600 College Street
Elizabethtown, KY 42701

Type: **Careers**
Program: Quest Health Career Camp, "Camp Discovery"
Description: Introduces students to various health careers and academic programs, provides team building, CPR certification, job interviewing skills, medical games, and much, much more.
Dates: June
Contact: Donita Lashley - 502/745-3325
Address: Western Kentucky University
South Central HETC
Bowling Green, KY 42101-3576

Type: **Careers**
Program: Career in Transportation Industry
Description: A four-week program for high school freshmen/sophomores involving hands-on activities and field trips designed to introduce the students to various careers in the transportation industry.
Dates: Call for dates.
Contact: Ed Powe - 502-227-6172
Address: Kentucky State University
400 E. Main Street
Frankfort, KY 40601

Type: **Careers**
Program: Camp Project YES!
Description: A prototype program developed by Kentucky Small Business Development Center to provide minority youth with entrepreneurial education and role models. Grades 10 and 11.
Dates: Early June, applications due April 1
Contact: Jewell Bivens
Address: College of Business & Economics
University of Kentucky
Lexington, KY 40506-0034
e-mail: jahend00@pop.uky.edu

Type: **Christian Camp**
Program: Summer in the Son
Description: Summer camp for high school students, grades 9-12. Students choose from 15 different workshops including basketball, soccer, art, drama, two worship services per day, Christian concerts at night. Cost of $159/week covers everything.
Dates: Third/fourth week of June
Contact: Sandra Deakins, Director - 606/474-3350
Address: Kentucky Christian College
Grayson, KY 41143-1199

Type: **College Preparation**
Program: Developmental Studies Program
Description: Developmental classes in writing, mathematics, study skills, and career development for beginning college students.
Dates: Six-week summer terms
Contact: Jane Layman - 606/329-2999, ext. 608
Address: Ashland Community College
1400 College Drive
Ashland, KY 41101-3617

Type: **College Preparation**
Program: EELI/ESL Program
Description: English as a Second Language; five levels of instruction during seven week terms available in academic year and summer term.
Dates: Call or write for dates and brochure.
Contact: Kerrie Moberly - 606/622-1444
Address: Eastern Kentucky University
Perkins 202
Richmond, KY 40475-3127

Type: **College Preparation**
Program: Summer Orientation
Description: Freshmen students who plan to enroll for fall semester. No fee involved.
Dates: Call for dates
Contact: 502/827-1867 or (800/696-9958 Western Kentucky University only)
or 502/830-5354
Address: Teresa Hamilton
Henderson Community College
2660 South Green Street
Henderson, KY 42420

Type: **College Preparation**
Program: Developmental Studies
Description: Developmental tutoring in writing, mathematics, and reading
Dates: June - August
Contact: Louise Adams, Learning Center Coordinator
502/886-3921 ext. 119
Address: Hopkinsville Community College
P.O. Box 2100
Hopkinsville, KY 42241-2100

Type: **College Preparation**
Program: Summer Preparation Program
Description: A four-week course giving brief overview of reading/study skills. Free.
Dates: July
Contact: Dan Kesterson - 502/584-0181 ext. 2159
Address: Jefferson Community College
109 East Broadway
Louisville, KY 40202

Type: **College Preparation**
Program: Basic Survival Skills for Freshman
Description: Designed to help students survive initial shock of college life. Three one-half day sessions. Fee involved.
Dates: Spring and Fall - call for dates
Contact: Continuing Education - 606/257-22692
Address: Lexington Community College
Cooper Drive
Lexington, KY 40506-0235

Type: **College Preparation**
Program: ACT Preparation Workshop
Description: Designed to improve student performance on ACT exam; includes test-taking strategies, practice tests and math review.
Dates: Spring and Fall - call or write for dates
Contact: Continuing Education Office
606/759-7141 ext. 118
Address: Maysville Community College
1755 U.S. Highway 68
Maysville, KY 41056

Type: **College Preparation**
Program: ACT Preparation Workshop
Description: Designed to improve student performance on ACT exam; includes test-taking strategies, practice tests, math and English review.
Dates: Call or write for dates.
Contact: Cathy Behm, Community Development
502/821-2250
Address: Madisonville Community College
2000 College Drive
Madisonville KY 42431

Type: **College Preparation**
Program: Summer Orientation
Description: Freshmen students who plan to enroll for fall semester can attend an orientation program that generally includes assessment, orientation and pre-registration activities. Minimal or no fee involved.
Dates: Call or write for dates
Contact: Melissa Gorbandt
Address: Northern Kentucky University
LAC 400 Nunn Drive
Highland Heights, KY 41099-7010

Type: **College Preparation**
Program: ACT Workshop
Description: A 12-hour course designed to improve student performance on ACT exam; includes test-taking strategies, practice tests and subject review.
Dates: Call or write for dates
Contact: Center for Community Partnerships
502/686-4444
Address: Owensboro Community College
4800 New Hartford Road
Owensboro KY 42303

Type: **College Preparation**
Program: SAT Workshop
Description: A 12-hour course designed to improve performance on the "new" SAT exam.
Dates: Call or write for dates
Contact: Center for Community Partnerships
502/686-4444
Address: Owensboro Community College
4800 New Hartford Road
Owensboro KY 42303

Type: **College Preparation**
Program: Study Skills Workshop
Description: A two-hour computer enhanced workshop focused on improving test-taking skills, building memory skills, and studying to succeed.
Dates: Call or write for dates
Contact: Center for Community Partnerships
502/686-4444
Address: Owensboro Community College
4800 New Hartford Road
Owensboro KY 42303

Type: **College Preparation**
Program: ACT Preparation
Description: A three-week program (9 a.m. - 12 noon) designed to help students improve their English, math, reading, and science reasoning skills. Fee: $100 (includes textbook).
Dates: July 10 - July 28
Pikeville Campus
Prestonsburg Campus
Contact: Christine Conley - 606/886-3863 ext. 228
Address: Prestonsburg Community College
One Bert T. Combs Drive
Prestonsburg, KY 41653

Type: **College Preparation**
Program: ACT Workshop
Description: Designed to help participants prepare for the ACT. A general review of material will be conducted in English, mathematics, science, reasoning and reading.
Dates: Call or write for dates.
Contact: Suzanne Bagony - 606/589-2145 ext. 2017
Address: Southeast Community College
700 College Road
Cumberland, KY 40823

Type: **College Preparation**
Program: Transylvania Appalachian Camp
Description: A 6-day residential camp to give high school students from Appalachia an opportunity to sample college life. Students will learn about 9 academic areas and will be taught how to improve scores on standardized examinations.
Dates: July 9-14
Contact: Dr. James Miller - 606/233-8228
Address: Transylvania University
300 North Broadway
Lexington, KY 40508-1797
mail to: jmiler@transy.edu
http://www.transyed

Type: **College Preparation**
Program: Professional Education Preparation Program (PEPP)
Description: A residential summer program which encourages recent high school graduates from medically and dentally underserved areas to consider a career in medicine or dentistry. Program offers both actual clinical and academic enrichment. No cost to students whose family's adjusted gross income is under $75,000.
Dates: Call or write for dates
Contact: Carol Leslie - 606/257-1967
Health Careers Programs
Science Outreach Center
Room 102 Annex 5 (Wilford Lab)
Lexington, KY 40536-0078

Tonia Thomas - 502/852-0230
University of Louisville
Abell Administration Center Room 502
323 East Chestnut Street
Louisville, KY 40202
http://www.tdthom01@ulkyvm.louisville.edu

Type: **College Preparation**
Program: ESL Program
Description: English as a Second Language. Various levels of instruction available for varying lengths of study. Please call or write for details.
Dates: Call or write for dates.
Contact: Kathy Jewell - 916-729-4626
Address: c/o Office of Admissions
Western Kentucky University
1 Big Red Way
Bowling Green, KY 42101

Type: **College Preparation**
Program: Summer Orientation
Description: Freshmen students who plan to enroll for fall semester can attend an orientation program that generally includes assessment, orientation and pre-registration activities. Minimal or no fee involved.
Dates: Call or write for dates
Contact: Janie Beverly - 606/886-3863 ext. 214
Ashland Community College
1400 College Drive
Ashland, KY 41102

Penny Benzing - 606/622-3311
Eastern Kentucky University
Richmond, KY 40475

Ms. Julie Hyans - 270/886-3921 ext. 195
Hopkinsville Community College
Admissions Office
Hopkinsville, KY 42240

Ms. Michelle Patrick - 606/783-2000
Morehead State University
HM 306
Morehead, KY 40351

Janie Beverly - 606/886-3863 ext. 214
Prestonsburg Community College
One Bert T. Combs Drive
Prestonsburg, KY 41653

Al Brown - 6096/679-8501
Somerset Community College
808 Monticello Road
Somerset, KY 42501

Danielle Bristow - 502/585-9911 ext. 248
800/896-8941
Spalding University
851 South Fourth Street
Louisville, KY 40203
e-mail: dbristow@spalding.edu

Emmett "Buzz"Burnam
African American Undergraduate Recruitment
551 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0027
e-mail: buzz@pop.uky.edu

Mr. Greg Purpus - 502-745-4242
Western Kentucky Universitry
308 Potter Hall
Bowling Green, KY 42101

Type: **Computer**
Program: Robotics Camp
Description: Using Lego materials and software design p;rogram, students design, build, and operate their own robots. Open to students from third grade through ninth grades.
Dates: June
Contact: John Griffin - 800/669-7654
Murray State University
P O Box 9
Murray, KY 42071-0009
email: john.griffin@murraystate.edu
Website: http://www.mursuky.edu

Type: **Computer**
Program: Academic Computer Camp
Description: Will give high school and junior high school students an opportunity to sample college life for one week. Students will learn about computers, four academic areas, and how to better their scores on standardized examinations.
Dates: June 11-16 (grades 8, 9, 10)
June 18-23 (grades 10, 11, 12)
Contact: Dr. James Miller - 606/233-8228
Transylvania University
300 North Broadway
Lexington, KY 40508-1797
email: jmiller@transy.edu
Website: http://www.transy.edu

Type: **Counseling/Tutoring**
Program: Student Support Services/Trio Program
Description: Counseling and Tutoring services for first generation, income qualified and handicapped students enrolled at HCC. Subject- specific tutoring, career, personal, academic/transfer counseling service provided.
Dates: May - July
Contact: Sandra Hancock - 270/886-3921 ext 176
Address: Hopkinsville Community College
P O. Box 2100
Hopkinsville, KY 42241-2100

Type: **Counseling/Tutoring**
Program: Educational Talent Searach
Description: Academic and career related workshops are facilitated by the Educational Talent Search staff for middle and high school participants to encourage postsecondary education.
Dates: Call or write for dates.
Contact: Deloria Scott - 270/886-3921 ext. 183
Address: Hopkinsville Community College
P.O. Box 2100
Hopkinsville, KY 42241-2100

Type: **Counseling/Tutoring**
Program: Educational Talent Search
Description: Educational and career guidance services to students, encouraging postsecondary education. Adults interested in receiving their GED or returning to a postsecondary institution may receive services. Monthly workshops are held in target schools facilitated by Talent Search counselors.
Dates: September - August
Contact: Donald Long, Director - 606/257-5597
Address: Lexington Community College
247 Oswald Building
Lexington, KY 40506

Type: **Counseling/Tutoring**
Program: Educational Talent Search
Description: Academic and career related workshops are facilitated by the Educational Talent Search staff for middle and high school participants to encourage postsecondary education.
Dates: Call or write for dates
Contact: Anna Leasure - 502/821-2250 ext. 2255
Address: Madisonville Community College
2000 College Drive
Madisonville, KY 42431-9241

Type: **Counseling/Tutoring**
Program: Student Support Services, Trio Program
Description: Counseling and tutoring services for first generation, income qualified and handicapped students enrolled at MCC. Subject-specific tutoring, career, personal, academic/transfer counseling service provided.
Dates: May - July
Contact: Tandy Thorp - 502/821-2250 ext. 2188
Address: Madisonville Community College
2000 College Drive
Madisonville, KY 42431

Type: **Dance**
Program: Residential Summer Ballet Institute
Description: Two-week intensive ballet institute for 12-21 year-olds sponsored by Lexington Ballet, housed in part at University of Kentucky. Fees, $650 for students in residence, $285 for day students.
Dates: June
Contact: LuAnn Pelle-Byrum - 606/233-3925
Address: Lexington Ballet
161 North Mill Street
Lexington, KY 40506-0054
606/233-3925

Type: **Dance**
Program: Kentucky Dance Institute
Description:
Dates: Contact Stew Shacklette
Contact: Stew Shacklette - 502/422-2421
Address: Morehead State University
Morehead KY 40351-1663

Type: **Dance**
Program: Summer Semester
Description: Non-credit ballet lessons offered to children and adults. All levels. Beginning through professional.
Dates: Call or write for dates
Contact: Judy Hake - 502/852-6878
Address: School of Music
Belknap Campus

Type: **Drivers' Education**
Program:
Description: A six-hour course designed to instruct high school students in the proper rules of the road. NOTE: Students MUST be 16 years old and have their driver's permit.
Dates: Every two weeks/June-August
Contact: Continuing Education - 606/886-3863
Address: Prestonsburg Community College
One Bert T. Combs Drive
Prestonsburg, KY 41653

Type: **Drivers' Education**
Program:
Description: This course consists of 13 hours of in-class instruction and six laboratory sessions. Through lecture and film, participants will gain a better understanding of safe driving practices. Must have a valid driver's permit.
Dates: Call or write for dates.
Contact: Suzanne Bagony - 606/589-2145 ext. 2017
Address: Southeast Community College
700 College Road
Cumberland, KY 40823

Type: **Enrichment**
Program: ACC College Camp
Description: Enrichment program for primary through elementary students. More than 20 course offerings. Cost is $25 per course. Limited scholarships available.
Dates: Call or write for dates
Contact: Louise Shytle - 606/329-2999 ext 305
Address: Ashland Community College
1400 College Drive
Ashland, KY 41101

Type: **Enrichment**
Program: College for Kids
Description: Children's program for K-6
Dates: To be announced.
Contact: Kathie Drake - 606/528-7746
Address: Eastern Kentucky University
Corbin Center
785 E. Cumberland Gap PKY
Corbin, KY 40702

Type: **Enrichment**
Program: Gifted & Talented Institute
Description: Programs of varying length for students in elementary schools. Week-long programs include art, music, drama, computers.
Dates: Dates to be announced
Contact: Office of Continuing Education
606/439-5856
Address: Hazard Community College
One Community College Drive
Hazard, KY 41701-2402

Type: **Enrichment**
Program: College for Kids
Description: Programs of varying length for students in elementary schools. Week-long programs include art, music, drama, computers, and science.
Dates: Call for dates.
Contact: 502/827-1867 or 800/696-9958
Address: Continuing Education Office
Henderson Community College
2660 South Green Street
Henderson, KY 42420

Type: **Enrichment**
Program: Summer College Program for Youth
Description: A hands-on creative approach designed to enrich and stimulate students toward a college environment. Three separate sessions offered for ages 7-12.
Dates: June & July
Contact: Carol Kirves - 502/886-3921 ext. 204
Address: Hopkinsville Community College
P.O. Box 2100
Hopkinsville, KY 42242-2100

Type: **Enrichment**
Program: ACT Preparation, Computer
Description: Courses designed to improve performance on ACT and develop skills in use of computer.
Dates: Call or write for dates
Contact: Judy Akers, Continuing Education
Phone: 502-769-2371 ext. 216
Address: Elizabethtown Community College
600 College Street Road
Elizabethtown, KY 42701
e-mail: jakerol@pop.uky.edu

Type: **Enrichment**
Program: Children's Summer Program
Description: Program for K-6. Courses deal with biology, chemistry, arts and crafts and german culture.
Dates: Dates to be announced
Contact: Judy Akers, Continuing Education
Phone: 502-769-2371 ext. 216
Address: Elizabethtown Community College
600 College Street Road
Elizabethtown, KY 42701
e-mail: jakerol@pop.uky.edu

Type: **Enrichment**
Program: Japanese Saturday School
Description: Japanese curriculum for Japanese students K-12.
Dates: Saturdays, 8:00 a.m. - 4:00 p.m.
January through December
Contact: Manami Murakami-Robinson
502/769-2371, ext. 253
Address: Elizabethtown Community College
600 College Street Road
Elizabethtown, KY 42701

Type: **Enrichment**
Program: E. O. Robinson Scholars Summer Program
Description: Two -week enrichment program for Robinson Scholars at Lees College Campus. Residential progam of personal and academic development. Concurrent sessions in leadership, environmental science, technology and related academic and personal development issues. Work throughout the academic year.
Dates: June (variable dates)
Contact: Steve Jones - 606/435-2186
Address: Hazard Community College
One Community College Drive
Hazard, KY 41701-2402

Type: **Enrichment**
Program: The Academy
Description: Creativity Workshop or College Sampler. Creativity Workshop includes writing, interpreting; College Sampler includes an overview of college disciplines participation in a focus group of students' choice.
Dates: August
Contact: Dr. Judi Truitt - 502/935-9840 ext. 3232
Address: Jefferson Community College
1000 Community College Drive
Louisville, KY 40272

Type: **Enrichment**
Program: Research Apprenticeship Program (RAP)
Description: The RAP is designed for high school students, primarily minority students, to spend a summer on campus involved in active research in the food and agricultural sciences. The program deals with the image of agriculture, career opportunities, and hands-on experience.
Dates: June/July
Contact: Jesse Moore - 502-227-6738
Fax: 502-227-6381
Address: Kentucky State University
Atwood Research Building
Frankfort KY 40601

Type: **Enrichment**
Program: Children's Summer Program
Description: Summer program designed to provide enriching experiences for students in grades 1-8. Class offerings include science, nature, art, music, sports, computers and drama.
Dates: June, July, August
Contact: Mary Beth Irelan - 606/257-1593
Address: Lexington Community College
817 Winchester Road
Lexington, KY 40505

Type: **Enrichment**
Program: Gifted Student Program
Description: Program for qualified students, grades 1-8, including computer classes, biology, astronomy, architecture, music, math/problem solving, literature, art and science classes.
Dates: Varies - Applications required
Contact: Mary Beth Irelan - 606/257-1593
Address: Lexington Community College
817 Winchester Road
Lexington, KY 40505-3744

Type: **Enrichment**
Program: Kids on Campus
Description: An after-school and Saturday program for children ages 6-17. Class selections include: computer camp, artist workshop, fashion modeling, ceramics, photography, kempo karate, writer's workshop, etiquette courses and many more.
Dates: January - May
Contact: Mary Beth Irelan - 606/257-1593
Address: Lexington Community College
East Campus
817 E. Third Street
Lexington, KY 40505-3744

Type: **Enrichment**
Program: MOAR
Description: A summer residential program offering work experience and developmental studies, i.e., remediation in English, reading, mathematics, career guidance, study skills, and life skills. Available only to 8th graders.
Dates: Call or write for dates.
Contact: Dan Connell - 606/783-2005
Address: Morehead State University
Morehead, KY 40351-1689

Type: **Enrichment**
Program: Young Authors
Description: Sponsored in part by National Writing Project, two separate day camps offer students ages 8-14 the opportunity to practice a variety of writing styles and to illustrate their work.
Dates: Early - mid June
Contact: John Griffin - 1-800/669-7654
Address: Murray State University
P O Box 9
Murray, KY 42071-0009
e-mail: john.griffin@murraystate.edu
Website: http://www.mursuky.edu

Type: **Enrichment**
Program: Summer Challenge
Description: Academic opportunities for motivated students ina variety of fields including leadership, drawing, the environment and computers. Open to seventh through eleventh grade students.
Dates: Mid-late June
Contact: John Griffin - 1-800/669-7654
Address: Murray State University
P O Box 9
Murray, KY 42071-0009
e-mail: john.griffin@murraystate.edu
Website: http://www.mursuky.edu

Type: **Enrichment**
Program: Math Skills Workshop
Description: A two-week program (11:00 a.m. - 1:00 p.m.) for elementary, middle and high school students that focuses on improving math skills. Fee $20
Dates: June, July
Contact: Continuing Ed. Dept. - 606/886-3863
Address: Prestonsburg Community College
One Bert T. Combs Drive
Prestonsburg, KY 41653

Type: **Enrichment**
Program: Pre-Algebra/Algebra Class
Description: A two-week program (9 a.m. - 12 noon) featuring pre-algebra either for beginners or for students who need review. The second part of the class will get students started with some basic algebra skills. Fee: $100
Dates: July
Contact: Continuing Ed. Dept. - 606/886-3863
Address: Prestonsburg Community College
One Bert T. Combs Drive
Prestonsburg, KY 41653

Type: **Enrichment**
Program: Forestry Workshop
Description:
Dates: June
Contact: Dr. Robert Swanson - 606-546-1296
Address: Union College
310 College Street
Barbourville, KY 40906-9989

Type: **Enrichment**
Program: After School Conversational Spanish
Description: In this program, participants will learn some basic vocabulary and be eposed to various aspects of the Spanish/Mexican culture.
Dates: Call or write for dates.
Contact: Suzanne Bagony - 606/589-2145 ext. 2017
Address: Southeast Community College
700 College Road
Cumberland, KY 40823

Type: **Enrichment**
Program: Ceramics for Children
Description: The slab, pinch and coil methods will be taught in this beginning ceramics course. This program is recommended for participants between ages 9 and 16.
Dates: Call or write for dates.
Contact: Suzanne Bagony - 606/589-2145 ext. 2017
Address: Southeast Community College
700 College Road
Cumberland, KY 40823

Type: **Enrichment**
Program: Yearbook Photography
Description: Participants will be introduced to the fascinating world of black and white as well as color photography. Emphasis will be placed on camera usage, photo composition, and trouble shooting. Weekly photo assignments will be made and the participant is responsible for camera and film.
Dates: Call or write for dates.
Contact: James Thomas Stapleton - 606/242-2145 ext. 2049
Address: Southeast Community College
1300 Chichester Avenue
Middlesboro, KY 40965

Type: **Enrichment**
Program: Summer Program for Verbally and Mathematically Precocious Youth (VAMPY)
Description: This residential program provides students with the opportunity to spend three weeks on campus studying one course in great depth. For students who have completed the 7th, 8th, 9th or 10th grade and who have earned qualifying scores on the SAT or ACT exams while they were in the 7th grade.
Dates: Call or write for dates.
Contact: Julia Roberts - 270/745-6323
Address: Western Kentucky University
Center for Gifted Studies
Bowling Green, KY 42101-3576

Type: **Enrichment**
Program: SCATS
Description: This two-week residential or nonresidential camp provides a wide range of classes for academically talented students who are completing the 6th, 7th, and 8th grade this year.
Dates: June
Contact: Julia Roberts - 270/745-6323
Address: Western Kentucky University
Center for Gifted Studies
Bowling Green, KY 42101-3576

Type: **Equestrian**
Program: Summer Riding Program
Description: Horseback riding lessons for ages 5-16, boys and girls, beginner through advanced.
Dates: July
Contact: Gary McCormick - 606/846-5765
Address: Midway College
512 E. Stephens Street
Midway, KY 40347

Type: **Leadership**
Program: TLC (Teen Leadership Conference)
Description: A four-day residential program for high school freshmen, sophomores, and juniors to develop leadership ability and give teens opportunity to set up substance abuse programs to discourage use of drugs and alcohol.
Dates: June
Contact: Diana Burdette - 606/622-1227
Address: Eastern Kentucky University
202 Perkins Building
Richmond, KY 40475-3101

Type: **Leadership**
Program: Chestnut Street YMCA/Greater Louisville
Description: Youth leadership development conference for high school students to develop awareness of leadership characteristics, motivational topics, develop goals and objectives, evaluate strengths and weaknesses, improve developmental skills.
Dates: Call or write for dates
Contact: Kenneth Barnes- 502/587-7405
Address: Kentucky State University
East Main Street
Frankfort, KY 40601

Type: **Leadership**
Program: Leadership Institute
Description: Introduces high school students to many dimensions of leadership, helps prepare them for high school, college, church and community leadership roles.
Dates: Call or for dates
Contact: Karen Petko - 270/926-3111
Address: Kentucky Wesleyan College
3000 Frederica Street
Owensboro, KY 42301

Type: **Leadership**
Program: Kentucky Boys State
Description: Program designed to train Kentucky youth in the fundamentals of good citizenship and governmental operations.
Dates: Call or write for dates
Contact: Jan Burge - 606/783-5128
Address: Morehead State University
Morehead, KY 40351-1663

Type: **Leadership**
Program: Summer Institute
Description: Two one-week camps. Fast-paced fun week building leadership and team-based skills along with broadening personal horizons in music and visual arts, computer applications, and exposure to other cultures.
Dates: June/July- afternoon sessions
Contact: Charlotte Jones - 502/554-6294
Continuing Education Coordinator
Address: Paducah Community College
200 McCracken Blvd.
Paducah, KY 42001

Type: **Leadership**
Program: Leadership Institute
Description: Three-day leadership conference - topics vary.
Dates: June/July
Contact: Dr. Beth Penn, Education Department
606/341-5800
Address: Thomas More College
333 Thomas More Parkway
Crestwood Hills, KY 41017

Type: **Leadership**
Program: Hugh O'Brien Youth Leadership Seminar
Description: A three-day residential program for high school sophomores who have been nominated by their principals. Prominent guest speakers on leadership training and important economic, political and social trends shaping the world.
Dates: Early June
Contact: Kathryn C. Simon - 606/233-8124
Address: Transylvania University
300 North Broadway
Lexington, KY 40508

Type: **Leadership**
Program: Leadership Conference
Description: One and three-day conferences for high school students. Topics covered include motivation, conflict management, diversity and problem solving.
Dates: Summer 2000 (call or write for dates)
Contact: Heather Strode - 270/745-2459
Address: Student Activities and Organizations
Downing University Center #327
1 Big Red Way
Bowling Green, KY 42101

Type: **Leadership**
Program: 4-H Senior Conference
Description: One-week leadership development conference for high school students. This program is held on the University of Kentucky campus but is totally sponsored by 4-H.
Dates: June
Contact: Your county cooperative extension service office.

Type: **Learning Differences**
Program: The "Planning to Win" Summer Transitions Program Sponsored by Project SUCCESS
Description: Designed for high school juniors and seniors desiring to enter postsecondary education. Offers workshop on transition issues, education about the ADA and Section 504 of the Rehabilitation Act of 1973 and how these laws cover students with disabilities at postsecondary level.
Dates: June
Contact: Theresa Belluscio - 606/622-1500
Office of Services for Students
Address: Eastern Kentucky University
Project SUCCESS
Turley House 1
Richmond, KY 40475
e-mail: disbellu@acs.eku.edu

Type: **Minority**
Program: Science Focus
Description: A four-week residential program for black rising high school juniors. Math problem solving skills along with reading and study skills are taught to prepare high school minority students for careers in science and engineering.
Dates: June/July
Contact: John Cook - 606/986-9341 ext. 5185
Address: Berea College
CPO 2305
Berea, KY 40404-0002
e-mail: john_cook@berea.edu

Type: **Minority**
Program: Governor's Minority Student College Preparation Program
Description: Programs to motivate students to stay in school, and graduate. Prepares students for college admission, encourages enrollment in Kentucky colleges and universities.
Dates: Call or write
Contact: Gail Bushrod - 502/830-5215
Address: Henderson Community College
2660 S. Green Street
Henderson, KY 42420

Type: **Minority**
Program: Governor's Minority Student College Preparation Program
Description: A mentor program for elementary and middle school minority students designed to improve student skills in basic English, reading, mathematics, science, computer science, and test taking.
Dates: Call or write for dates
Contact: Dr. Reginald Avery - 502/227-5916
Address: Kentucky State University
East Main Street
Frankfort, KY 40601

Type: **Minority**
Program: USDA Agriculture Research Apprenticeship Program
Description: Minority apprenticeship program for high school youth who work with mentors in the area of agricultural research.
Dates: June/July
Contact: Harold Benson - 502/227-6310
Address: Kentucky State University
East Main Street
Frankfort, KY 40601

Type: **Minority**
Program: Teacher Education Program Summer Institute
Description: A one-week residential program for middle and high school students designed to introduce them to the college experience through a variety of programs in science, math, computers, Black History, writing and teacher education. Includes field trips.
Dates: June
Contact: Ernestine Winifield - 606/783-2833
Address: HM 306
Morehead State University
Morehead KY 40351-1689

Type: **Minority**
Program: MSU Discovery Program
Description: A week-long camp for middle school students with classes taught by teams of University faculty and middle school teachers. An accelerated program in a variety of academic disciplines.
Dates: Early July
Contact: Rosemary Gold - 606/783-2594
Address: Ginger Hall
Morehead State University
Morehead KY 40351

Type: **Minority**
Program: Journalism Workshop for Minorities
Description: Residential workshop providing training in news gathering, editing, photography, and production. Good writing skills needed, but prior journalism experience is not required.
Dates: Applications due March 1
Contact: Maria Braden - 606/257-4361
Address: University of Kentucky
College of Communication
Lexington, KY 40506-0042

Type: **Minority**
Program: Minority Research Apprentice Program
Description: High school students who have an interest in pursuing careers in health professions or medical research may apply. Ten qualified students will be paid $6.00/hour and work with medical researchers. Participants are selected by a committee. Housing not provided.
Dates: Summer 1998
Contact: Pat Trotter, Coordinator
Address: Outreach Center for Science and Health Career Opportunities
103 Chandler Medical Center Annex 5
Lexington, KY 40536-0076
e-mail - ptrott1@pop.uky.edu

Type: **Minority**
Program: Freshman Summer Program - Grade 12
Description: High school preparation and recruitment program
Dates: Summer
Contact: Toni Thomas
Address: University of Kentucky
606 South Limestone Street
Lexington, KY 40506-0417

Type: **Minority**
Program: Come See for Yourself - Grade 12
Description: Recruitment Program
Dates: Summer
Contact: Buzz Burnam
Address: University of Kentucky
522 Patterson Office Tower
Lexington, KY 40506-0027

Type: **Minority**
Program: Young Minority Scholars
Description: Four-week program offering college writing and research for minority students who are rising seniors. One-on-one work with college professors and writing consultants.
Dates: July and August
Contact: Kate Morris or Sharon Harris - 502/585-4733
Address: Office of the Dean
College of Arts and Sciences
University of Louisville
Louisville, KY 40292

Type: **Minority**
Program: INSPIRE Program
Description: A four-week, non-resident program designed to provide minority high school students with opportunity to participate in studies related to basic engineering skills in a college environment. For 10th and 11th grade students.
Dates: June/July
Contact: Professor Brenda Hart - 502/852-0440
Fax: 502/852-6268
e-mail: bghart01@gwise.louisville.edu
Address: University of Louisville Speed Scientific School
J B Speed, Room 208
Louisville, KY 40292

Type: **Minority**
Program: Minority Journalism Workshop
Description: For rising junior or senior minority students interested in exploring career opportunities in journalism. Instruction will be in interviewing, photography, writing, editing and design. Sponsored by participating newspapers and Dow Jones Newspaper Fund.
Dates: Last two weeks of June
Contact: Jim Highland - 270/745-4143
Address: Western Kentucky University
Dept of Journalism
Bowling Green, KY 42101-3576

Type: **Minority**
Program: Project A.I.M.S.
Description: Minority student college preparation. Summer component of yearly program. Students are invited to campus for educational and recreational activities. Participation throughout the year is criterion for selection.
Dates: June - call or write for specific dates.
Contact: C. J. Woods - 270/745-5066
Address: Western Kentucky University
425 Potter Hall
Bowling Green, KY 42101

Type: **Music**
Program: Music at Maple Mount
Description: Two-week camp for 100 young musicians offering training in solo and ensemble areas including piano, strings, woodwinds, brass, percussion, orchestra, chorus, chamber groups, jazz ensembles, and concert band.
Dates: June each year
Contact: James White -270/686-4229
Address: Brescia University
717 Frederica Street
Owensboro, KY 42301-3023
email: jamesw@brescia.edu

Type: **Music**
Program: Central Kentucky Band Camp
Description: Monday - Friday camp to promote band skills.
Dates: June
Contact: Floyd Farmer - 502/465-2347
Fax: 502/789-5020
Address: Campbellsville University
200 College Street
Campbellsville, KY 42718-2799

Type: **Music**
Program: Band Camps
Description: One week band camps for practice of music and marching. Consultation with EKU band director. Housing and meals available.
Dates: July and August
Contact: Chris Hayes - 606/622-1429;
Mike Park - 606/622-1244
Address: Eastern Kentucky University
Special Programs
Perkins 202
Richmond, KY 40475-3127

Type: **Music**
Program: Foster Summer Music Camps
Description: Music camps for the musically talented middle school and high school student. Includes instrumental, piano, and vocal camps.
Dates: June
Contact: Dr. Robert Hartwell - 606/622-3161
Address: Eastern Kentucky University
Richmond, KY 40475-3116

Type: **Music**
Program: Boys Choir - Summer Institute
Description: For boys 10-14, teaching individual vocal technique in a choral setting; afternoon sessions Monday through Friday. $30 per week.
Dates: June
Contact: Carl Smith - 502/227-6597
Address: Kentucky State University
East Main Street
Frankfort, KY 40601

Type: **Music**
Program: Band Camps
Description: Summer camps for high school bands on college campus.
Dates: Call for exact dates.
Contact: Jan G. Burge - 606/783-5128
Address: Morehead State University
Morehead, KY 40351-1689

Type: **Music**
Program: Keyboard Experience
Description:
Dates: June each year
Contact: Andrew Glendenberg - 606/783-2477
Address: Morehead State University
Morehead, KY 40351-1689

Type: **Music**
Program: Clarinet, Piano, Trumpet Workshops
Description: Five-day workshops to provide intensive experience for serious players. Participants will benefit from expertise of two nationally recognized professionally active clarinet and trumpet artists.
Dates: June
Contact: John Griffin - 800/669-7654
Address: Murray State University
P O Box 9
Murray, KY 42071-0009
e-mail: john.griffin@murraystate.edu
Website: http://www.mursuky.edu

Type: **Music**
Program: Suzuki Piano - Summer Institute
Description: One-week session for students, all ages, who study piano using the Suzuki method.
Dates: Early June. Call for dates
Contact: Bruce Boiney - 502/852-0537
Address: University of Louisville
School of Music
Louisville, KY 40292

Type: **Music**
Program: Suzuki Strings
Description: One-week session for students, all ages, who study violin, viola, cello, or string bass using the Suzuki method.
Dates: Call or write for exact dates
Contact: Suzuki Summer Inst. - 502/852-0537
Address: University of Louisville
School of Music
Louisville, KY 40292

Type: **Music**
Program: Kentuckiana Music Institute
Description: One-week session for high school pianists, choral and orchestral students; admission by audition only.
Dates: Late June
Contact: Dr. Loren Waa - 502/852-0536
Address: University of Louisville
School of Music
Louisville, KY 40292
http://www.louisville.edu/music/kmireg.html

Type: **Music**
Program: Jamey Aebersold's Summer Jazz Workshop
Description: One-week session for instruction in jazz, all ages, all abilities, all instruments, including strings and vocalists.
Dates: Call or write for exact dates.
Contact: Professor Mike Tracy - 502/852-6032 or 502/852-6907
Address: University of Louisville
School of Music
Louisville, KY 40292

Type: **Music**
Program: Summer Semester - Preparatory Music Dept.
Description: Private lessons offered on all instruments. Children and adults, traditional and suzuki methods.
Dates: Call or write for dates
Contact: Judy Hake - 502/852-5850
Address: School of Music
Belknap Campus

Type: **Publications**
Program: Herff-Jones Yearbook Workshop
Description: For complete details, the contact person at Herff-Jones is Steve Pumphrey, Box 6, Finchville, KY 40022.
Dates: Call or write for dates
Contact: Jan Lobitz - 502/863-8639
Address: Georgetown College
400 E. College Street
Georgetown, KY 40324-1696

Type: **Science**
Program: Pre-college Academic Experience in Math and Science
Description: A two-week residential program in computer science, mathematics, biology, chemistry and environmental science. For academically talented rising high school sophomores, juniors and seniors. Deadline is April 15.
Dates: Call or write for dates
Contact: William Harris - 502/883-7921
Address: Georgetown College
Department of Mathematics
Georgetown, KY 40324-1696

Type: **Science**
Program: SECME Summer Institute
Description: A one-week JCPS Title II/Speed School Program for 30 selected 8th, 9th, and 10th grade students which will focus on teaching the nature of scientific activity through experimental design.
Dates: June
Contact: Nancy Daugherty - 502/473-3055
Address: Jefferson County Public Schools
Van Hoose Education Center
Louisville, KY 40231

Type: **Science**
Program: Junior Scholars Program
Description: A science enrichment program open to 40 7th and 8th graders. Sponsored by the National Science Foundation. Free.
Dates: Call or write for dates
Contact: Linda Sheffield - 606/572-5431
Address: Northern Kentucky University
Highland Heights, KY 41076-1448

Type: **Science**
Program: Archaeology Camp
Description: Students have the opportunity to explore the past and discover rich history through archaeological activity at the Gower House in Smithland, Kentucky overlooking the Ohio River. Boy Scouts will be able to earn Archaeology Merit Badge. Open to students ages 11 - 18.
Dates: Mid-June
Contact: John Griffin - 800/669-7654
Address: Murray State University
P O Box 0
Murray, KY 42071-0009
e-mail: john.griffin@murraystate.edu
Website: http://www.mursuky.edu

Type: **Science**
Program: **Science and Technology Camp**
Description: Will give high school students the opportunity to sample college life for one week. Students will gain an appreciation of the sciences as well as knowledge of science history, applications and possible future careers.
Dates: June/July each year
Contact: Dr. James Miller - 606/233-8228
Address: Transylvania University
300 North Broadway
Lexington, KY 40508-1797
email: jmiller@transy.edu
http://www.transy.edu

Type: **Science**
Program: Appalachian Students and the Earth Sciences: Appalachian Explorers for Robinson Scholars
Description: Features a highly involved, hands-on experience with lab work, computer experience and interactions with practicing scientists. Students spend three days in Robinson Forest and visit a coal mining site. Open to rising 9th graders. Applications made through Robinson Scholars Regional Coordinators at Prestonsburg, Hazard, and Southeast Community Colleges.
Dates: June 14 - July 1997
Contact: Dr. Truman Stevens - 606/435-2186
Address: Science Education
204 TEB, University of Kentucky
Lexington, KY 40506-0017
e-mail: jsteve@pop.uky.edu

Type: **Science**
Program: (KASEP) Kentucky Appalachian Science Enrichment Program
Description: Designed to provide a science and mathematics experience for African-American, Appalachian and rural Kentucky youth during the summer between their 9th and 10th grade years.
Dates: June - July
Contact: Dr. Pamela Shaw - 606/257-8431 or
Address: Kentucky Appalachian Science Enrichment Program (KASEP)
102 Chancellor Medical Center Annex 5
University of Kentucky
Lexington, KY 40536-0078
e-mail: ppshaw@pop.uky.edu

Type: **Speech**
Program: Speech and Debate Summer Workshop
Description: A one-week program to prepare students for the upcoming season. Emphasis on finding and preparing selections in all events. All events include debate.
Dates: June - call or write for specific dates.
Contact: Judy Woodring - 270/745-6340
Address: Western Kentucky University
FAC 135
Bowling Green, KY 42101

Type: **Speech**
Program: Speech-Language Therapy
Description: Two-week day program providing treatment for speech language, fluency disorders in elementary and middle grade students
Dates: July
Contact: Donna Goodlett-Collins - 270/686-4345
Fax: 270/686-4260
Address: Brescia University
717 Frederica Street
Owensboro, KY 42301
e-mail: donnag@brescia.edu

Type: **Sports**
Program: Summer Camps
Description: A Christian-centered tennis and basketball camp where boys and girls are instructed in the fundamentals of tennis and basketball as well as the Christian lifestyle.
Dates: June each year
Contact: Rita J. Pritchett/Tom Harper/ Bill Brenton - 606/858-3511 ext. 2163
Address: Asbury College
#1 Macklem Drive
Wilmore, KY 40390-1198

Type: **Sports**
Program: Basketball camps
Description: Boys Camp for grades 2-11 (cost $55) and boys and girls shooting camps for grades 2-11 (cost $45)
Dates: June and July
Contact: John Reilly - 270/686-4292
Address: Brescia University
717 Frederica Street
Owensboro KY 42301-3023
e-mail: johnr@brescia.edu

Type: **Sports**
Program: Central Kentucky Day Basketball Camp
Description: Monday-Friday camp to promote basic basketball skills
Dates: July
Contact: Donna Wise - 270/789-5000
Address: Campbellsville University
20 W. College Street
Campbellsville, KY 42718

Type: **Sports**
Program: AmeriCheer Cheerleading Camp at Campbellsville University
Description: Monday-Thursday camp to gain cheering skills
Dates: July
Contact: Elizabeth Kahoun - 800/966-JUMP
Address: P O Box 2611
Columbus, OH 43226

Type: **Sports**
Program: Score Cheerleading Camp at Campbellsville University
Description: Tuesday - Friday camp to gain cheerleading skills
Dates: July
Contact: SCORE - 1-800/825-6953
Address: 5060 N. Royal Atlanta Drive
Suite 15
Tucker, GA 30084

Type: **Sports**
Program: Boys Basketball
Description: Camp for ages 8-13 and 14-17
Dates: Second and third weeks of June
Contact: Greg Mason - 606/238-5491
Address: Centre College
600 W. Walnut Street
Danville, KY 40422

Type: **Sports**
Program: Girls Basketball
Description: Camp for ages 6-9 and 10-18
Dates: Fourth week of June
Contact: Jennifer Ruff - 606/238-8753
Address: Centre College
600 W. Walnut Street
Danville, KY 40422

Type: **Sports**
Program: Boys and Girls Soccer
Description: Camp for ages 10-18, goalkeeper and field players.
Dates: Third week of July
Contact: Brian Chafin - 606/238-5493
Address: Head Soccer Coach
Centre College
600 W. Walnut Street
Danville, KY 40422

Type: **Sports**
Program: Boys and Girls Volleyball
Description: Camp for ages 10-13 and 13-18
Dates: Third week of June
Contact: Stephanie Dragan - 606/238-5475
Address: Centre College
600 Walnut Street
Danville, KY 40422

Type: **Sports**
Program: Boys and Girls Swimming
Description: Camp for ages 8-18
Dates: Third week of June
Contact: Marc Williams - 606/238-5540
Address: Centre College
600 Walnut Street
Danville, KY 40422

Type: **Sports**
Program: Basketball and Football Camps
Description: Basketball - Youth Camps - Ages 8-14
Big Man Guard Play - Ages 13-18
Team Camp - High school ages
Dates: June 12-16
Football - High school team camp
July 30 - August 1
Contact: Randy Vernon - 606/539-4361 or
Don Butcher - 606/539-4362
Dan Haley - 606/539-4423
Address: Cumberland College
Williamsburg, KY 40769-1372
http://www.cumber.edu

Type: **Sports**
Program: All "A" Basketball Camp
Description: New camp for athletes in all "A" schools preparing to play in the All "A" Basketball Tournament, coached by All "A" and EKU coaches.
Dates: June
Contact: Lucie Nelson - 606/622-1444
Address: Eastern Kentucky University
Perkins 202
Richmond, KY 40475

Type: **Sports**
Program: Boys Basketball
Description: Fundamentals of basketball and shooting techniques are emphasized to high school age players.
Dates: Call for dates
Contact: Betty Werner - 606/622-2123
Address: Eastern Kentucky University
Richmond, KY 40475

Type: **Sports**
Program: Cheerleading Camps
Description: Camps for cheerleaders who will be cheering in the upcoming school year. Camps for both middle school students and high school students
Dates: Various in Summer
Contact: Dr. Skip Daugherty - 606/622-3855
Address: Eastern Kentucky University
Richmond, KY 40475-3311

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Type: **Sports**
Program: Football
Description: The Eastern Kentucky University coaches and staff work with high school age football players as they practice the game. Also fundamental football for boys age 12-18.
Dates: Call for dates
Contact: Roy Kidd - 606/622-2146
Address: Eastern Kentucky University
Begley 221
Richmond, KY 40475

Type: **Sports**
Program: Volleyball Camp for Girls
Description: The basics of volleyball are emphasized in play and demonstration.
Dates: Call for specific dates
Contact: Gerry Polvino - 606/622/2141
Address: Eastern Kentucky University
Alumni Coliseum 130
Richmond, KY 40475-3311

Type: **Sports**
Program: Summer Camps
Description: Camps for basketball and football in June and July annually.
Dates: June and July each year
Contact: Happy Osborne - Basketball -502/863-8115
Bill Cronin - Football - 502/863-8115
Address: Georgetown College
400 E. College Street
Georgetown, KY 40324-1696

Type: **Sports**
Program: Boys and Girls Tennis
Description: Camps for tennis in June and July annually.
Dates: June and July each year
Contact: John Herring - 502/863-8115
Address: Georgetown College
400 E. College Street
Georgetown, KY 40324-1696

Type: **Sports**
Program: Girls Basketball
Description: Camps for basketball in June and July annually.
Dates: June and July each year
Contact: Susan Johnson - 502/863-8115
Address: Georgetown College
400 E. College Street
Georgetown, KY 40324-1696

Type: **Sports**
Program: Football
Description: Camps for football in June and July annually.
Dates: June and July each year
Contact: Bill Cronin - 502/863-8115
Address: Georgetown College
400 E. College Street
Georgetown, KY 40324-1696

Type: **Sports**
Program: NCAA/National Youth Sports Program
Description: A six-week daytime program for disadvantaged 10-16 year olds from KSU service areas. Includes sports skills, educational enrichment, health, information on drug and alcohol abuse, and careers. Transportation, lunch, and medical exams provided free.
Dates: Call for dates.
Contact: NYSP Office - 502/227-5847
Address: Kentucky State University
NYSP Office
400 E. Main Street
Frankfort, KY 40601

Type: **Sports**
Program: Women's and Coed Basketball
Description: Camp for boys and girls, both individual and team camps are offered for ages 7-18.
Dates: Call for dates
Contact: Scott Lewis - 270/926-3111
Address: Kentucky Wesleyan College
3000 Frederica Street
Owensboro, KY 42301

Type: **Sports**
Program: Basketball
Description: Camp for boys and girls, both individual and team camps are offered.
Dates: June and July
Contact: Gary McCormick - 606/846-5765
Address: Midway College
512 E. Stephens Street
Midway, KY 40347

Type: **Sports**
Program: Basketball Camp
Description: Basketball camp for boys and girls run by basketball coach, Brian Lane. Both individual and team camps offered.
Dates: June and July
Contact: Gary McCormick - 606/846-5768
Address: Midway College
512 E. Stephens Street
Midway, KY 40347

Types: Sports
Program: AmeriCheer Cheerleading Camp
Descrition: Camp for cheerleaders who will be cheering in the upcoming school year.
Dates: Call for exact dates
Contact: Jan G. Burge - 606/783-5128
Address: Morehead State University
Morehead, KY 40351-1689

Type: Sports
Program: Eastern Cheerleaders Association Camp
Description: Cheerleader training for high school students.
Dates: Call for exact dates
Contact: Jan G. Burge - 606/783-5128
Address: Morehead State University
Morehead, KY 40351-1689

Type: Sports
Program: State Health and Safety School
Description: Lifeguard training
Dates: Call for dates
Contact: Jan G. Burge - 606/783-5128
Address: Morehead State University
Morehead, KY 40351-1689

Type: Sports
Program: Summer Camps
Description: NCAA-NYSP Nat'l Youth Sports
Dates: June/July
Contact: Jack Sheltmire - 606/783-2180
Address: Morehead State University
Morehead, KY 40351-1689

Type: Sports
Program: Universal Cheerleaders
Dance Association Camps
Descrition: Cheerleading for high school students.
Dates: Call for exact dates
Contact: Jan G. Burge - 606/783-5128; or
Martha Burge - 800/947-3101
Address: Morehead State University
Morehead, KY 40351-1689

Type: Sports
Program: Various Sports
Description: Sports camps include baseball, boys basketball.
Dates: Call or write for dates
Contact: Jan G. Burge - 606/783-5128
Address: Morehead State University
Morehead, KY 40351-1689

Type: Sports
Program: Golf Camp
Description: Provides an atmosphere that combines outstanding instruction with a relaxed setting. Camp covers strategy on the course, trouble shot demonstration and practice, and study of the rules. Students age 10 to recent high school graduates.
Dates: Mid-June
Contact: John Griffin - 800/669-7654
Address: Murray State University
P O Box 9
Murray, KY 42071-0009

Type: Sports
Program: Horsemanship Camp
Description: Program offers instruction in western saddle and hunt seat as well as showmanship. Students may bring their own horse and tack or use a horse and equipment furnished by the university. Camp led by Dr. James Rudolph.
Dates: June
Contact: John Griffin - 800/669-7654
Address: Murray State University
P O Box 9
Murray, KY 42071-0009
e-mail: john.griffin@murraystate.edu
Website: http://www.mursuky.edu

Type: Sports
Program: Purcell Power Tennis Camps
Description: Camp led by former pro Mel Purcell is open to boys and girls between the ages of 10 - 18.
Dates: Late June - mid July
Contact: John Griffin - 800/669-7654
Address: Murray State University
P O Box 9
Murray, KY 42071-0009
e-mail: john.griffin@murraystate.edu
Website: http://www.mursuky.edu

Type: Sports
Program: Lady Racer Basketball Camp
Description: Former Harlem Globetrotter, Eddie Fields and his staff, will have camper working on fundamentals of the game and team building. Open to girls up through the 12th grade.
Dates: Mid-June
Contact: John Griffin - 800/669-7654
Address: Murray State University
P O Box 9
Murray, KY 42071-0009
e-mail: john.griffin@murraystate.edu
Website: http://www.mursuky.edu

Type: **Sports**
Program: Racer Basketball Camp
Description: The coaching staff of the OVC powerhouse Racers offers a variety of camp settings for boys and girls of all ages to improve individual skills, enhance character, and build self-esteem.
Dates: June & July
Contact: John Griffin - 800/669-7654
Address: Murray State University
P O Box 9
Murray, KY 42071-0009
e-mail: john.griffin@murraystate.edu
Website: http://www.mursuky.edu

Type: **Sports**
Program: Volleyball Camp
Description: An intense camp designed for the player truly willing to improve skills and heighten team play. Both individual skills and team camps are available.
Dates: July
Contact: John Griffin - 800/669-7654
Address: Murray State University
P O Box 9
Murray, KY 42071-0009
e-mail: john.griffin@murraystate.edu
Website: http://www.mursuky.edu

Type: **Sports**
Program: Basketball Camp - Boys and girls
Description: Day camp for boys and girls ages 6-14 focusing on developing fundamentals. Individual instruction is highlighted in morning sessions; team concepts are spotlighted in afternoon.
Dates: June - August
Contact: Kevin Gray - 502/585-7111 or
800/896-8941 ext. 227
Address: Spalding University
851 S. Fourth Street
Louisville, KY 40203
Email: kgray@spalding.edu

Type: **Sports**
Program: Basketball Camp
Description: Boys and girls ages 7-14
Dates: Summer
Contact: Terry Connor/Sharri Brumfield
Address: Thomas More College
333 Thomas More Parkway
Crestview Hills, KY 41017-3428

Type: **Sports**
Program: Football Camp
Description: Boys Grades 4-12
Dates: Summer
Contact: Mike Hallett
Address: Thomas More College
333 Thomas More Parkway
Crestview Hills, KY 41017-3428

Type: **Sports**
Program: Baseball Camp
Description: Boys Grades 5-18
Dates: Summer
Contact: Todd Asalon
Address: Thomas More College
333 Thomas More Parkway
Crestview Hills, KY 41017-3428

Type: **Sports**
Program: Don Lane's Transylvania Basketball Camp
Description: Boys and girls can improve their skills under men's coach Don Lane and staff. Teams and day campers welcome.
Dates: June & July - call or write for specific dates
Contact: Don Lane - 606/233-8270
Address: Transylvania University
300 North Broadway
Lexington, KY 40508-1797
email: diane@transy.edu
http://www.transy.edu

Type: **Sports**
Program: All Sports Camp
Description: Day camp for boys and girls ages 7-13 to participate in soccer, golf, water polo, swimming tennis archery, crafts, karate, frisbee and fitness circuit training.
Dates: July - call or write for specific dates
Contact: Jack Ebel - 606/233-8165
Address: Transylvania University
300 North Broadway
Lexington, KY 40508-1797
email: jebel@transy.edu
http://www.transy.edu

Type: **Sports**
Program: Men's Basketball Camp
Description:
Dates: Several dates in June
Contact: Brian Evans - 606-546-1235
Address: Union College
310 College Street
Barbourville, KY 40906-9989

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Type: **Sports**
Program: Men's and Women's Soccer Camp
Description:
Dates: June; call for exact dates
Contact: Doug Callahan (women's) 606-546-1367
Helio D'Anna (men's) 606-546-1288
Address: Union College
310 College Street
Barbourville, KY 40906-9989

Type: **Sports**
Program: Athletic Association Sports Camps
Description: Camps in boys' or girls' basketball, football, baseball, swimming, cheerleading, track, volleyball, and tennis.
Dates: June/July
Contact: Athletic Association - 606/257-8000
Address: University of Kentucky
Athletic Association
Lexington, KY 40506-0019

Type: **Sports**
Program: Athletic Association Sports Camp
Description: Camps in boys or girls basketball, football, baseball, field hockey, volleyball, tennis, and soccer.
Dates: June/July
Contact: 502/852-7801
Address: University of Louisville
Athletic Association
Louisville, KY 40292

Type: **Sports**
Program: Baseball
Description: Blue chip camp for juniors and seniors.
Dates: July 2000 - call for exact dates.
Contact: Joel Murrie - 270/745-6023 or 270/745-3542
Address: Western Kentucky University
Athletic Department
Bowling Green, KY 42101

Type: **Sports**
Program: Basketball Camp - Boys
Description: Shooting and individual camps are for boys ages six to incoming seniors in high school. Team camp is for varsity, junior varsity, and incoming freshmen teams.
Dates: Call for dates.
Contact: Men's Basketball Office - 270/745-2131
Address: Western Kentucky University
141 Diddle Arena
Bowling Green, KY 42101-3576

Type: **Sports**
Program: Soccer Camp for Boys and Girls
Description: Team camps for high school teams. Expert instruction in mornings. Two six-a-side games each day against other high school teams. Day camps - youth instructional sessions for experienced and beginning young soccer players.
Dates: Call or write for specific dates and times.
Contact: David Holmes, Coach - 270/745-6068
Address: Western Kentucky University
Athletic Department
Bowling Green, KY 42101-3576

Type: **Sports**
Program: Lady 'Topper Summer Basketball Camps
Description: Team camps for junior varsity, varisty high school, junior high team amp, individual amp (ages 8-high school senior), and Little Lady 'Topper camp (day camp, ages 6-12).
Dates: Throughout summer. Call or write for dates.
Contact: Steve Small - 270/745-2133
Address: Lady Topper Basketball
232 E.A. Diddle Arena
Western Kentucky University
Bowling Green, KY 42101
email: diana.walker@wku.edu

Type: **Sports**
Program: Football
Description: All position football fundamentals camps for grades 6-12.
Dates: June (Call or write for dates.)
Contact: Jack Harbaugh - 270/745-2984
Address: Hilltopper Football Office
Western Kentucky University
143 Smith Stadium
1 Big Red Way
Bowling Green, KY 42101-3576

Type: **Sports**
Program: Universal Cheerleaders Dance Assoc. Camps
Description: Dance and cheerleading training for high school students.
Dates: Call or write for specific dates.
Contact: Martha Burge- 800/947-3101
Address: c/o Special Events Office
Western Kentucky University
1 Big Red Way
Bowling Green, KY 42101-3576

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Type: **Sports**
Program: National Cheerleaders' Association
Description: Cheerleading training for high school students.
Dates: Call or write for dates.
Contact: John Greco - 800/527-4422
Address: c/o Special Events Office
Western Kentucky University
1 Big Red Way
Bowling Green, KY 42101-3576

Type: **Summer Transitions Program**
Program: To ease the transition to college and postsecondary training for deaf and hard of hearing students.
Description: To acquaint students, parents, high school counselors, and support services staff members with a sampling of programs, services, and tools needed for students to succeed.
Dates: June
Contact: Linda Bozeman, Interpreter Coordinator
Address: Eastern Kentucky University
Services for the Disabled
Turley House 1
Richmond, KY 40475-3115
e-mail: safbozem@acs.eku.edu

Type: **Technology/Gender Equity**
Program: Gender Equity-Based Technology Day Camp
Description: One week technology day camp for 30 students ages 13-16.
Dates: Call or write for dates
Contact: Gary M. Steinbach - 606/622-1199
Address: Eastern Kentucky University
307 Whalin Building
Richmond, KY 40475-3115

Type: **Travel/Study**
Program: Center for Gifted Studies
Description: The Foreign Experience Program is offered to high school honor students and interested adults. Participants will visit historic sites and schools. Call for destination.
Dates: Call or write for exact dates.
Contact: Julia Roberts - 270/745-6323
Address: Western Kentucky University
Center for Gifted Studies
Bowling Green, KY 42101-3576

Type: **Travel/Study**
Program: Center for Gifted Studies
Description: Spring Break in London will be offered for high school honors students and interested adults. Participants will explore London with excursions including Oxford, Stonehenge, Bath, Windsor and Stratford.
Dates: Public School Spring Break
Contact: Julia Roberts - 270/745-6323
Address: Western Kentucky University
Center for Gifted Studies
Bowling Green, KY 42101-3576

Type: **Tutoring/Enrichment**
Program: Upward Bound
Description: A program of academic instruction, tutoring and counseling for youth who may be income-qualified or first-generation college students. During the school year students are tutored through workshops and on Saturdays; participants also attend a five or six-week summer program on a college campus.
Dates: Call or write for dates
Contact: Mary McLaughlin
Berea College
Berea KY 40404-0002
Phone: 606/986-9341

Millie Hubbard
Eastern Kentucky University
Richmond KY 40475-3101
Phone: 606/622-1080

Learning Center
Hazard Community College
Hazard KY 41701-2402
Phone: 606/436-5721 ext. 260

Joey Nunn
Hopkinsville Community College
Hopkinsville, KY 42240
Phone: 502/886-3921, ext. 219
http://hopntsvl.hopcc.uky.edu

Kim Goodlove
Kentucky State University
Frankfort KY 40601
Phone: 502/257-4073

Tania Crawford
Lexington Community College
247 Oswald Building
Lexington, KY 40506-0235
Phone: 606/257-4073

William J. Hailey
Madisonville Community College
Madisonville KY 42431-9241
Phone: 502/821-2250 ext. 2254

Jennifer Cady
Morehead State University
AY Hall 206
Morehead KY 40351-1689
Phone: 606/783-2005

Myra Yates
Murray State University
Murray, KY 42071-3305
Phone: 270/762-4499

Jane Rega
Northern Kentucky University
Highland Heights KY 41076-1448
Phone: 606/572-5186

Russell McIntosh
Pikeville College
Pikeville KY 41501-1194
Phone: 606/432-9314

Carolyn Sundy
Southeast Community College
700 College Road
Cumberland KY 40823-1099
Phone: 606/589-2073

Janet Tarry
Upward Bound
Union College
310 College Street
Barbourville KY 40906-9989
Phone: 606/546-1257

Mary Thorpe
University of Louisville
Room 127 Strickler Hall
Louisville, KY 40292
Phone: 502/852-6719

Linda Gaines
Western Kentucky University
121 Jones Jaggers Hall
Bowling Green, KY 42101
Phone: 270/745-4873

Type: **Vocal**
Program: Summer Vocal Camp for High School Students
Description: Intensive vocal-choral experiences for high school students in a college atmosphere. Students will attend daily choral rehearsals, daily voice classes, may take private lessons, electives in drama and art.
$255 includes meals/room/tuition.
Dates: June
Contact: Robert McIver - 502/926-3111
Address: Kentucky Wesleyan College
3000 Frederica Street
Owensboro, KY 42302-1039

Type: **Writing**
Program: Do the Write Thing!
Description: Focuses on writing skills and creative writing.
Dates: June - August
Contact: Office of Continuing Studies
Address: Bellarmine College
2001 Newburg Road
Louisville, KY 40205-0671

Planning Your Summer

After the first excitement fades at being out of school for the summer, what are you going to do with yourself? Here are a few ideas you might consider to avoid that "I don't have anything to do!" feeling.

Learning for fun

You might think about learning a new skill – just for fun. How about taking a photography class or learning to sew, to cook or to type? Short classes are often available through city or county recreation programs, the Red Cross, the county extension program, or local colleges or universities. If you can't find a short class that fits your schedule, check out the local library. You'll be amazed at the dozens of "how-to" books which tell you in simple terms how to get started.

Summer sports

If you're interested in team sports, you might sign up to play in a softball or baseball league. Every community has church leagues as well as leagues sponsored by recreation departments.

Have you thought about learning to play tennis, golf, or chess? Would you like to learn to swim, to dive, to earn your life-saving certificate? Again, it's generally not too hard to find sports instruction. Your local newspaper is a good source of announcements to help you get leads.

Summer camps

Looking for adventure? A summer camp may be just your thing. Camps may be sponsored by churches, 4-H groups, scout councils or other groups, or they may be privately operated. You may find day-camps or over-night camps, city camps and country camps, camps with varied activities, or camps for special interests like tennis, horseback riding or dance. You can sign on as a camper yourself, or, if you're an older teenager, you might be paid as a junior counselor. Some camps can also use volunteer workers.

Volunteer your time

From Vacation Bible School to day-camps to hospitals, many opportunities for volunteering exist for those of you willing to seek them out. You might even be able to help one of your parents at work. Why not ask if you could do errands as a "go-fer," run the copier, or stuff envelopes at an office. Volunteering has many rewards. You can provide valuable assistance and, at the same time, learn something about various careers or work settings.

Start a summer business

For the really resourceful who would like to go back to school with a few more dollars in your pockets, why not have a summer business? One of the time-honored, traditional ways of working in the summer is to provide lawn care, mowing, raking and weeding lawns. If that doesn't interest you, what about pet-sitting for people going on vacation, or baby-sitting for families with children?

The point of all this is simple – nobody needs to spend a summer sitting around as a bored "couch potato." Get out, get moving and have a great summer!

Summer Adventures

As you begin to think about your summer plans, you may want to consider an experience that's out of the ordinary, different from your everyday routine. You might want an opportunity to live in a different country or to challenge yourself with a wilderness adventure. Taking part in an unusual service work project, often sponsored by religious or service groups, could be a rewarding experience — and fun, too.

The following ideas are a sample of what *might* be available for a summer of excitement. If you're interested in pursuing these or other summer programs, start your search by early winter to increase your chances of acceptance.

Summer History Day Camps

Kentucky Culture Camp and On the Frontier Camp for students aged 6-12. Students will learn about traditional forms of artistic and verbal expression, folklore, and folk art. They will meet experts in interviewing techniques, storytelling, poetry, and writing, then develop their own skills. Students will learn about lifestyles and customs from the late 1700s by making crafts, playing games, and hearing stories from the past. Kentucky Culture Camp fee $100; on the Frontier Camp fee $50.

Contact:
Summer Camp
Kentucky Historical Society
100 W. Broadway
Frankfort, KY 40601
502/564-1792, ext. 4424
http://www.kyhistory.org

Archaeological Dig

Crow Canyon Archaeological Center High School Field School

An in-depth month-long introduction to archaeological techniques through working with professional archaeologists on 13th-century Anasazi sites. Weekends include hiking, camping, and field trips to nearby sites.

Contact:
L. T. Baca, Registrar
Crow Canyon Archaeological Center
High School Field School
23390 County Road K
Cortez, CO 81321
800/422-8975 ext. 130

Foreign Travel/Study

Experiment in International Living

A three, four or five week summer experience of living with a family and travel in a foreign country following an intensive orientation session.

Contact:
World Learning
Kipling Road
P.O. Box 676
Brattleboro, VT 05302
800/345-2929
http://www.worldlearn.org

Western Kentucky University

Center for Gifted Studies

Spring Break in Paris - This travel/study tour is an opportunity for eighth grade and high school honors students as well as interested adults to spend spring break learning about the history, culture, pageantry, and people of France. Sites in and outside of Paris will be visited and discussed.

The British Experience - This travel/study tour in England, Wales, and Scotland is planned for eighth grade and high school honors students as well as interested adults. Places of interest in and around London, Bath, Manchester, and Edinburgh will be explored.

Contact:
The Center for Gifted Studies
Western Kentucky University
1 Big Red Way
Bowling Green, KY 42101-3576
Phone: 270/745-6323 -FAX: 270-745-6279
e-mail: gifted.studies@wku.edu

Foreign Language Institute

A three-week college-level intensive program of foreign language instruction for high school students. Courses are offered in French, Spanish, Italian, German, Russian Arabic and English, ESL. Earn three college credits per course.

Contact:
Gabriel Asfar, Director
Foreign Language Institute
Simon's Rock College of Bard
Great Barrington, MA 01230
Phone: 413/528-0771

Special Needs Camps

Indian Summer

A one-week camp for students 7 to 17 who have leukemia or other forms of cancer. Programs available throughout the state. For information on attending or volunteering in your area, contact:
Julie Morgan
9118 Old Hursbourne Lane
Louisville, KY 40220
502/491-7030

Volunteer Service

Amigos de las Americas

Students 16 or older who have studied Spanish a year or more may spend four to eight weeks in Mexico or one of several Central or South American countries, working on public health projects. Housing is provided but students must cover other costs, from $2,300 to $3,000. Deadline is March 1 for following summer.

Contact:
Celdie Sencion, Director of Operations
Amigos de las Americas
5618 Star Lane
Houston, TX 77057
Phone: 800/231-7796
http://www.amigoslink.org

DUKE SUMMER YOUTH PROGRAMS

Programs are designed to met the needs of average and above-average students who want to enrich their intellectual experiences beyond the opportunities presented in a traditional academic setting.

Programs include:

- Duke Action Science Camp for Young Women
- Expressions! Duke Fine Arts Day Camp
- Duke Young Writers' Camp
- Constructing Your College Experience
- Duke Creative Writers' Workshop
- Duke Drama Workshop

Contact:
Duke University Young Writers' Camp
Office of Continuing Education
201 Bishop's House
Duke University
Durham, NC 27708
Phone: 919/684-6259
http://www.learnmore.duke.edu/youth

The Student-Athlete

Have you ever made that winning touchdown? The tie-breaking goal? The home run that won the game? If you have had any of these thrills as a high school student, then you are already a student-athlete. Like millions of other young athletes, you may be dreaming of being recruited by a great college team. Who knows, you might even make it to the pros.

Well, you might, but the chances are slim. According to *On the Mark, Putting the Student Back in Student-Athlete* by Richard E. Lapchick, only 1 in 50 high school athletes will get a scholarship to play in college. Of those who get athletic scholarships, fewer than 30 percent graduate from college. Only one in 12,000 high school players makes it to the pros. Can you beat these odds?

Be a winner — bet on books!

With the very slim odds of becoming a professional athlete, you'd be better off betting on your books first than betting solely on your game. That way you can be a sure winner. This is not to say that athletics are unimportant. Mr. Lapchick says that the attributes that make you a good athlete — hard work, self-discipline, high goals and team spirit — will help you to succeed in school and in any work throughout your life.

Being a talented athlete can be a wonderful opportunity for you, but using those talents wisely can be a big challenge as well. The better player you are, the tougher the pressures you will face, and the harder it will be to keep sports in perspective.

The *Student*-Athlete

In order to keep the student in student-athlete, first, there is the struggle to keep your mind on your classwork. Using your time wisely, making time to study and keeping up your grades will probably take constant effort.

If academic work seems demanding, you may be tempted to spend your free time practicing that pass or hook shot instead of studying. After all, who gets cheers for finishing a chemistry lab or writing a good book report? But consider this: The courses you take will probably mean more as you become an adult than all your victories in sports.

If you hope to play college sports, you must get a clear understanding of the regulations about academic eligibility, financial aid, and recruiting in the different NCAA divisions. Sound tough? It is, but you didn't get to be a competitive athlete by taking the easy way out. You can make much of your own good luck by keeping your sports in perspective, by talking to your parents, coaches, and other adults who can help you look at the *big* picture, and by keeping up your academic work as well as your sports practice.

Eligibility Requirements For NCAA Division I and II

Documentation and academic records of all initial-eligibility requirements for Division I and Division II must be certified by the NCAA Initial-Eligibility Clearinghouse.

Financial Aid for Athletes

- Student-athletes at Division I or II colleges may receive tuition and fees, room and board, and books for each academic year. You are eligible for this aid as a freshman if you have met the guidelines.
- No athletic scholarships are guaranteed for four years. Each scholarship is awarded for one academic year. It may be renewed each year for a maximum of five years in a six-year period.
- In some cases, you may receive additional financial assistance from grants or loans. Your college's financial aid office can give you more information.
- Any additional scholarships, grants, or loans must be reported to the school's financial aid office.
- A student-athlete's aid at a Division III college is based on financial need only and may not be awarded because of athletic ability.

Recruiting

The rules for recruiting vary between Division I and II. If you hope to be recruited, it is very important for you and your family to have a clear understanding of acceptable behavior. Because *the rules are very specific and must be clearly understood*, you should seek out the NCAA eligibility publication where they are listed in detail.

For a detailed description of the rules of academic eligibility, core curriculum interpretations and other related information, see the following publication: *Guide to the College Freshman Eligibility Requirements for NCAA Divisions I and II Institutions*. This is probably available through your coach, your guidance counselor, or it may be obtained by writing the National Collegiate Athletic Association at the address below.

The National Collegiate Athletic Association
6201 College Boulevard
Overland Park, KS 66211-2422
Phone: 913/339-1906
http://www.ncaa.org

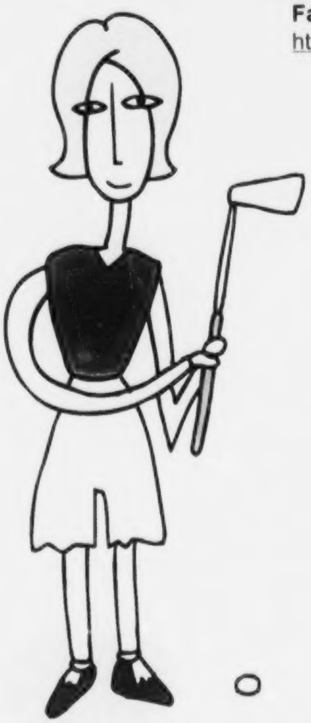
For a complete description of academic eligibility requirements, financial aid, and recruiting rules, see the following NCAA publication available at the same address: 1999-2000 *NCAA Guide for the College-Bound Student-Athlete*.

Other sources of information include the admissions officers and the athletic academic counselor in the athletic department at the school where you plan to enroll.

National Association of Intercollegiate Athletics

There's another conference that student athletes need to know about. The National Association of Intercollegiate Athletics is made up of approximately 425 fully accredited four-year colleges and universities throughout the United States and Canada. Several independent colleges in Kentucky are members of this conference. The Association publishes a brochure outlining basic eligibility regulations, financial aid policies, tryout rules, and recruitment policies. For a copy, write or call:

National Association of Intercollegiate Athletics
6120 South Yale Avenue Suite 1450
Tulsa,Oklahoma 74136
Phone: 918/494-8828
Fax: 918/494-8841
http://www.naia.org



NCAA Initial-Eligibility Clearinghouse

Students who want to participate in NCAA Division I or II athletics must be certified by the NCAA Clearinghouse. If you hope to play NCAA sports, you should start the certification process by the end of your junior year or early in your senior year.

Academic Eligibility Requirements

(after August, 1996)

Applying to Division I and II:

- Successfully complete a core curriculum of 13 academic courses.
- Use of the recentered minimum SAT score of 820 (equal to old score of 700);

Applying to Division I:

- A sliding scale combining a range of core-course grade-point averages with corresponding ACT or SAT test results;
- Use of *sum* of ACT subscores instead of average used in past years with minimum score of 68;
- English - four years;
- Mathematics (one year of algebra and one of geometry or a higher level course for which geometry is a prequisite.)
- Natural or physical science (including at least one laboratory course, if offered by the high school - two years.
- Additional courses in English, mathematics or natural or physical science - one year
- Social Science - two years
- Additional academic courses (in any of the above areas or foreign language, computer science, philosopy or nondoctrinal religion (e.g., comparative religion) courses - two years.
- Have a core-course grade-point average (based on a maximum of 4.000) and a combined score on the SAT verbal and math sections or a sum score on the ACT based on the qualifier index scale.

Applying to Division II:

Same as 1995 with exception of test score issues shown above.

What documents will you need?

1. **List of NCAA Approved Core Courses (formerly Form 48H)** identifies courses offered that may be used in meeting NCAA core-course requirements.
2. **ACT/SAT Scores** must be provided to the Clearinghouse by listing "9999" as the code on the registration form for the test.
3. The student must file a ***Student Release Form*** with the Clearinghouse with an accompanying $25 fee. (Students who have received waivers on the ACT/SAT are eligible for a waiver from the Clearinghouse fees.)
4. Documentation of all initial-eligibility requirements for Divisions I and II and academic records must be certified by the NCAA Clearinghouse. Once all the information is received, the Clearinghouse will make a certification decision and report that to the student and to the NCAA member institutions that request it and to which the student has authorized release of the information.

For additional information, contact:

NCAA Clearinghouse
2555 North Dubuque Road
P.O. Box 4044
Iowa City, Iowa 52243-4044
Phone: 319/337-1492
http://www.ncaa.org

NCAA DIVISION I

Freshman-Eligibility Standards, College Entrants 1999-2000 and Thereafter

All Student-Athletes must register with the NCAA Initial-Eligibility Clearinghouse.

QUALIFIER

Can practice, compete, and receive athletics scholarship as a freshman.

Requirements:

- Graduate from high school;
- The highest scores achieved on the verbal and mathematics section of the SAT or highest scores achieved on the four individual tests of the ACT may be combined to achieve the highest scores;
- The following core GPA in 13 courses meeting the NCAA core course definition with the corresponding ACT sum or SAT total score is needed.

Core GPA	ACT* sum of scores	SAT scoring system)
2.500	68	820
2.475	69	830
2.450	70	840-850
2.425	70	860
2.400	71	860
2.375	72	870
2.350	73	880
2.325	74	890
2.300	75	900
2.275	76	910
2.250	77	920
2.225	78	930
2.200	79	940
2.175	80	950
2.150	80	960
2.125	81	960
2.100	82	970
2.075	83	980
2.050	84	990
2.025	85	1000
2.000	86	1010

High School Core Courses

At least 4 years English;
At least 2 years math; [one year algebra and one year geometry (or one year of a higher-level mathematics course for which geometry is a prerequisite)]
At least 2 years social science;
At least 2 years natural or physical science (including 1 lab course, if offered by any high school you attended);
At least 1 year of additional courses in English, math or natural or physical science; and
2 additional academic courses in any of the above areas, or foreign language, computer science, philosophy or comparative religion

*Previously, ACT score was calculated by averaging four scores. New standards are based on sum of scores.

PARTIAL QUALIFIER

Eligible to practice at institutions's home facility freshman year. No competition during freshman year. Three seasons of competition. May receive institutional financial aid during freshman year, including athletics scholarship.

Requirements:

- Graduation from high school;
- The following core GPA in 13 core courses with the corresponding ACT sum or SAT total score is needed;

Core GPA	ACT* sum of scores	SAT scoring system
2.750 & above	59	720
2.725	59	730
2.700	60	730
2.675	61	740-750
2.650	62	760
2.625	63	770
2.600	64	780
2.575	65	790
2.550	66	800
2.525	67	810

High School Core Courses

Same as qualifier (see above)

NONQUALIFIER

No practice or competition during freshman year. Three seasons of competition. May receive instsitutional based aid only during freshman year, which may not be from an athletics source. Does not meet standards for qualifier or partial qualifier.

NCAA DIVISION II

Freshman-Eligibility Standards

Effective For Those Entering College in The Fall of 1999

All Student-Athletes must register with the NCAA Initial-Eligibility Clearinghouse.

QUALIFIER

Requirements:

- Graduate from high school;
- Have a GPA of 2.000 in 13 core academic courses; and
- Must achieve a 68 (sum of scores on the four individual tests) on the ACT or a 700 on the SAT if taken before April 1, 1995, or 820 if taken later.
- Can convert and combine subscores from an SAT taken before April 1, 1995, and an SAT taken April 1, 1995, or later to achieve the standard.
- The highest scores achieved on the verbal and mathematics section of the SAT or highest scores achieved on the four individual tests of the ACT may be combined to achieve the highest scores.

High School Core Courses:

- At least three years of English;
- At least two years of math;
- At least two years of social science;
- At least two years of natural or physical science (including one lab course, if offered by any high school you attended);
- Two additional academic courses in any of the above areas, or foreign language, computer science, philosophy or comparative religion.

PARTIAL QUALIFIER

Cannot practice or compete during freshman year. Will have four years of eligibility during college career. Can receive institutional financial aid, including athletics scholarship during freshman year.

Requirements:

- Does not meet requirements for qualifier;
- Graduate from high school;
- Successfully completed the 13 core courses with a minimum 2.000 core grade point average; or
- Attained a minimum 68 ACT (sum of scores) or 700 SAT (if taken before April 1, 1995) or 820 SAT (if taken April 1, 1995 or later).

NONQUALIFIER

Cannot practice or compete during freshman year. Will have four years of eligibility during college career. Can receive institutional financial aid, including athletics scholarship during freshman year.

Requirements:

- Has not graduated from high school;
- Did not achieve the core-curriculum grade-point average and SAT/ACT score required for a qualifier or partial qualifier.

Getting from Here to There --

Your Four-Year Timetable

Ninth Grade

Counselors sometimes say, "the indelible ink starts in the 9th grade." That means the choices you make starting in high school will be hard to change. These choices will have a lasting if not "indelible" effect on the options open to you after high school.

☐ Take time to plan your courses carefully. Your counselor can help you make the right choices for the Pre-College Curriculum and your vocational-technical courses should you decide to take them upon review of your interest and aptitude tests. You may also consider taking career choice classes for career exploration.

☐ Check out admissions guidelines for specific selective-admissions colleges to which you may apply for additional math, science or foreign language requirements.

☐ Read, read, and read some more! Pick up a "recommended for college" book list to give you good ideas.

☐ Build your vocabulary by looking up words you don't know. How about using the Reader's Digest Word Power to help you learn new words? You'll be surprised at how your vocabulary will improve with short, regular practice sessions.

☐ Develop a personal data sheet and record your activities, in and out of school. The "activities" part of college applications will be a breeze if you've kept a record all during high school.

Tenth Grade

☐ Adjust your class schedule for any needed college requirements. Do you want to take the PSAT or the PLAN for practice? If so, be sure to register before the deadline.

The PSAT is given annually in October. PLAN is offered annually at your school in October and November.

The PSAT/NMSQT could be important to your future since it is the only qualifying test for the National Merit Scholarships as well as the National Hispanic Scholar Award Program or the Fund for Negro Students.

The Registration Bulletin for the PSAT has sample questions and useful information which you should study before the test. See your counselor for details.

☐ Continue keeping your personal data sheet.

☐ Register to take College Board SAT II Subject Tests if you have completed a course of study (e.g., biology). You'll do better while the subject is fresh in your mind than you will if you put off taking the test until your junior year.

Eleventh Grade

Fall

☐ Take the PSAT test as the qualifier for the National Merit Scholarships and as practice for the SAT I in October. Students may submit either PSAT or ACT scores for the 2000 Governor's Scholars Program.

☐ Attend local college fairs and make contact with college representatives, requesting catalogs and other information.

Spring

☐ Take the ACT and/or SAT I. Remember that you can retake either of these in the fall of your senior year.

☐ Read publications and college guides.

☐ List colleges which interest you. Keep a folder and worksheet (see example in section called College Choice) on each as you collect information by reading, watching promotional videos, visiting campuses, or talking to current students and graduates.

Summer

☐ Call or write colleges and/or vocational technical schools for more information.

☐ Visit campuses if you have not already done so in the spring of your junior year. Keep college comparison worksheets to help you narrow your choices in the fall.

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Twelfth Grade

September through November

☐ Visit any other "possible choice" schools you have not yet seen.

☐ Narrow your focus to the top three to six schools.

☐ Begin the admissions and housing application process at the schools where you decide to apply.

☐ Researching financial aid and/or scholarship opportunities.

☐ Compose essays required for admissions or scholarships.

Christmas

☐ Check and recheck to ensure that you have completed the necessary tasks and that you have met or will meet all deadlines. This break is a good time to tie up loose ends.

☐ Complete college applications and essays. Be sure to make extra copies before mailing.

January and February

☐ Finish applications, making sure they are complete with transcripts, recommendations or other materials.

☐ Begin the financial aid application process as early as possible. Be absolutely sure to complete it before the deadline — the sooner the better.

March - May

☐ Make additional visits to colleges if you are still unsure about attending after you have received acceptances.

☐ Choose your school from those that have accepted you. Write a letter of acceptance. Remember to send a letter of regret to those whose offers you decline.

☐ Relax! Have fun and graduate!

The Big Picture

Trends for jobs in the FUTURE

If you were building a house, you'd check out the neighborhood before you bought a lot. Is a school going in nearby? Is the city dump relocating a block away? What happens in the area would make a big difference in how much you enjoy your house — and it would affect the value of your property, too.

The same holds true for jobs. Checking out the *big* employment picture will help you make clear-eyed decisions. You need to consider the changing world we live in as you ask the question, "If I choose this type of work, am I likely to find a job when and where I want it, now and in the future?"

People trends to watch

- Aging is the word for America's population. Young people will be in short supply in the labor market. The "baby-boomers" are getting older and not having as many children of their own.
- In Kentucky, between 1980 and 1990, there was a loss of over 135,000 persons (-19.3%) between the ages of 15 and 25. From 1990 to 2000 there has been an estimated growth of 39,000 people (6.3%) between the ages of 15 and 24. That's still 96,000 below the 1980 population for that age group. From 2000 to 2010 that population is expected to drop again, by 11,000.
- The overall population's median age has risen from 33 to 36 from 1990 to 2000.
- Women will be working in greater numbers. By the year 2000, 60 percent will be employed outside the home, including half the mothers with a child one year old or younger.
- In Kentucky, from 1990 to 2000, the proportion of female single parents has increased from 17 to 20 percent of all households with children.
- Minority youth— Hispanics and African-Americans— will be a bigger part of the picture.
- Immigrants will be arriving in the largest numbers since World War I, unless Congress votes to cut immigration rates.

What do trends mean for you?

Young people are likely to get entry-level jobs easily, then find advancement slow as they are caught behind the aging baby-boomers - something like being in a sports car caught behind an 18-wheeler on a two-lane road!

Women are more likely than ever before to work outside the home at some point in

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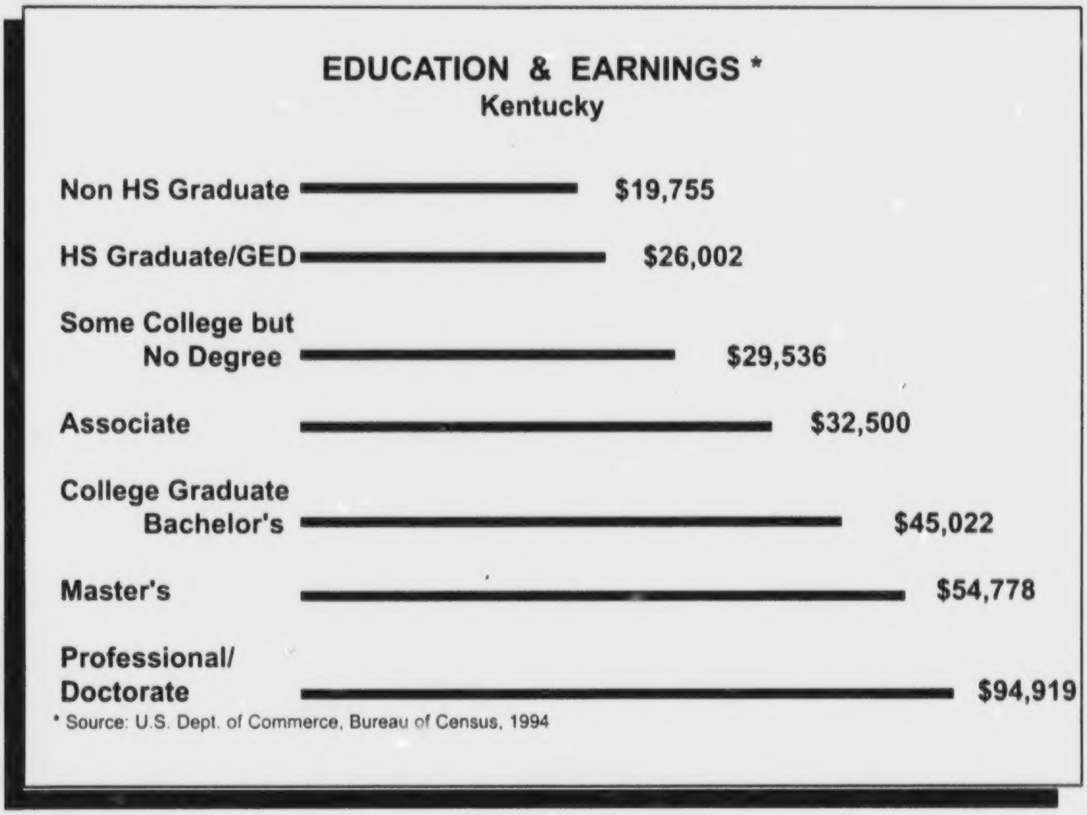
Source: Analysis of 1990 U.S. & Kentucky Census Data, Kentucky Data Center, 1995.



* Source: U.S. Dept. of Commerce, Bureau of Census, 1994

their lives. Getting married and having children won't be the end of their stories.

The number of jobs requiring no training is shrinking. Anyone lacking strong basic educational skills will find stiff competition for those jobs. People who get more education will definitely have a competitive edge.

Any doubts you may still have about the dollar value of education will likely disappear when you look at the chart above. This shows that educational level has a *direct* bearing on a person's annual salary. Kentucky college graduates earn over 2.2 times more per year than non-high school graduates and 1.8 times more than high school graduates.

Where will you be on a chart like this 10 years from now?

The job market is changing —

- Our economy is shifting from producing goods to producing services. Farming, mining, construction, and manufacturing jobs will have slower growth or will decrease. Nine out of 10 new jobs will be in services, which often don't pay as well as goods-producing jobs.
- Education will be more important than ever. Prospects for college graduates will be good; chances for the poorly educated will be even more limited. Eighty-seven percent of all new jobs in the year 2000 will require some type of postsecondary education.

- Contrary to the 1980s, the bi-coastal (two coast) economy is in decline, and interior states in America, including Kentucky, are doing better economically than many coastal states.
- Business is becoming more international. Foreign workers, often low paid, will perform many manufacturing jobs.
- Many current manufacturing jobs will be replaced by automation.
- Rapidly changing technology and increased foreign competition mean that many existing and new jobs will require workers to exercise higher levels of knowledge and skill than ever before.
- Small, independent businesses are springing up everywhere; they will provide most of the new jobs.
- Part-time and temporary workers will be a bigger part of the workforce.

And how will that affect you?

Many of the high-paying manufacturing jobs will shift "offshore" to developing countries where low-paid workers can reduce production costs. Fewer good jobs in manufacturing will be available to workers in the United States. Others will be automated, which also will reduce manufacturing jobs.

The service industry includes many fields, from communication and transportation to trade and finance. Some of these jobs do not pay well. The ones that do pay well usually require substantial training.
Part-time and temporary jobs are often filled by young people. Those are good for gaining experience, but generally provide no benefits, such as medical insurance, for workers. Still, working as a temp can sometimes lead to full-time employment with a firm so it's worth trying your best.

Trends to think about

- Flexibility will be the byword. Computers will allow more people to work at home. Job sharing and flex-time (flexible work hours) schedules are increasing.
- Two-career families will continue to be the norm. The fact that more women are working is beginning to force better maternity benefits — for women and men — as well as better child care arrangements.
- Jobs will not be forever. Workers must be prepared to change jobs more often than they do at present.
- Lifetime learning will be needed to adapt to rapid changes in the workplace. Instead of thinking about K-12 education, you'll need to keep learning, K-80!

How can you adapt to the changing world of work?

First, learn how to learn. Use those skills to learn the principles of your work well. Be alert to outside factors which might change your work plans. If you look at learning as a lifetime experience, you'll be prepared to learn whatever is needed if you wish to change occupations.

Source:

Joyce Lain Kennedy and Darryl Laramore, *Career Book*. VGM Career Horizons, Lincolnwood, Ill., 1988.

Hot Jobs for Tomorrow

The changes you read about in The Big Picture will have an effect on employment. Kentucky jobs are expected to grow about 17 percent from 1994 through 2005. The nation is expected to grow about 14 percent in jobs over this period. If the US (national) statement reads:

- much faster than average growth, employment will increase by 31 percent or more;
- faster than average growth, employment will increase from 20 to 30 percent;
- average growth, employment will increase from 11 to 19 percent;
- slower than average growth, employment will increase 10 percent or less and may even decline.

Be aware that the *rate of growth* is only part of the story. The *number of jobs* in the industry is the other important factor.

The Kentucky outlook gives the number employed in 1994, and a statement of potential employment opportunities for the current year, such as:

- over-supply – we have an excessive number of trained individuals seeking employment in this field;
- competitive – the supply of trained persons exceeds the projected demand for workers;
- balanced – the supply and demand are closely related;
- under-supply – there is a shortage of trained persons to meet the labor force demands of business and industry.

Nearly 50 percent of the new jobs created from 1994 thorugh 2005 wil be in two major occupational divisions: professional, paraprofessional and technical; and services. Employment in professional, paraprofessional and technical occupations overall will grow about 25 percent and service occupations about 26 percent from 1994 to 2005. The professional, paraprofessional and technical occupations will produce the most new jobs of all sectors. New service jobs will rank second. Within these two major sectors, health care and computer-related occupations will grow very rapidly through 2005. New jobs in personal service and protective service occupa-

To pinpoint jobs for the future, *U.S News and World Report* interviewed dozens of experts in 20 fields across the country. Some of the careers they identified, like computer engineering, are as much in demand as ever. Others may surprise you; from cosmetic dentistry to environmental pollution prevention to tourism, they offer possibilities that are lucrative and in many cases, fun. Some of the hottest jobs they found were:

Animator – There is so much work in interactive games, the Internet, commercials, television, film shorts, and movies that UCLA can't keep some students in film school long enough for them to graduate. Entry level salaries start at $800 per week and require an undergraduate or advanced degree with focus on art, action drawings, and computers.

Financial Planner – This profession is booming because of increased activity by banks, brokerages, and mutual funds, all of which want to expand their financial planning services for individuals and small businesses. Entry level salaries average $20,000 per year and require four years of college; training in finance or accounting is a plus but many firms offer it. An MBA or sales background is useful.

Crisis Specialist (Communications) – The duties of crisis management specialists include reporting bad news to the media

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Source:
Occupational Outlook Handbook,
U.S. Department of Labor, 1990-91 edition,
Washington, D.C., 1990.
Kentucky Career Guide, KOICC, 1998

and encouraging their bosses to repair a tarnished image with an act of goodwill. Public relations jobs are expected to grow by 55 percent by 2006. Entry level salaries average $23,000 and generally require a strong background in public relations with a government agency or private business. A degree in journalism, advertising, or other communications-related field is the traditional route.

Math/Science Teacher – The White House wants to wire America's schools, but few teachers even know how to surf the Internet. Recent college grads in math and science prefer to go on to more lucrative jobs in technology firms, leaving schools hard pressed for qualified math and science teachers. Entry level salaries average $33,300 and require a bachelor's degree in education with a strong concentration in math and science.

Computer Engineer – Employment is projected to double by 2005, from 195,000 to 372,000 jobs. Computer engineers do more than design sophisticated hardware systems; they integrate software into established systems as new generations of technology come online.

Entry level salaries start at $55,000 and require a bachelor's degree in computer engineering, electrical engineering, or math. Advanced computer skills in the target industry are helpful.

Physician Assistant – The nation's 29,000 physician assistants treat illnesses, assist in surgery, and educate patients; 40 percent practice family or general medicine. Job growth is forecast to outpace total employment growth by 9 percent over the next eight years. Demand is greatest in rural areas and inner cities. Entry level salaries may start as high as $52,750. Degree and certificate programs are offered by many medical colleges and teaching hospitals.

Training Specialist – More than 70 percent of management positions today require computer literacy – and someone has to provide that training. Training employees to improve communications skills is also important; opportunities are especially abundant in health services, residential care, and consulting firms. Entry level salaries average $31,400 and require a B.S. or master's in computers, psychology, or education.

Internet/New Media – Jobs in this category include data-control technicians, webmasters, online content managers, manager of internet-intranet technology, audio engineers, director of networks and director of systems development. Companies both online and off are looking for Net-savvy executives to oversee their new-media or Internet products and divisions. Executives of start-up companies must have the creativity and stamina to develop, market, and oversee a small company with limited resources in a field where yesterday's idea might already be out of date! Entry-level salaries average $40,900 and require a degree and/ormanagerial skills.

Cosmetic Dentist – Three out of four Americans believe an unattractive smile can hurt one's chances for career success, and only half of all adults are satisfied with their smiles. Dentists who used to do root canals and filliings are now bleaching and aplying veneers to yellowed, chipped teeth. Entry level salaries average as much as $104,100 and require an undergraduate degree and four years of dental school.

Wireless Technician – Other jobs in this category include wireless software programmer, telephone company customer service representative, telephone technicians, cable service representative and cable technician. Companies are looking for people qualified to keep up and repair equipment and sites for cellular phone calls. AT&T alone needs to hire almost 1,000 technicians by year's end and expects to double the size of its wireless technical and sales staff to 20,000 by 2000. Entry-level salaries average $35,000. College graduates are preferred but high demand has led many trade schools and community colleges to introduce technical training programs.

Source: U.S. News and World Report, October 27, 1997.

Jobs Ahead — 1990-2005

No Four-Year Degree Needed

Good jobs for the future don't all require a four-year degree. If you're willing to invest as much as two years in training after high school, you can find many occupations--in growing fields – that may be just right for you. Keep in mind that you first need to assess your skills, interests, and work values before focusing on job possibilities. Then, with a view to occupational sectors that are increasing employment at a fast rate or have need of many replacements, you may find a good match between your needs and fields with good employment potential.

Many jobs in the **technical support** and **service** groups are projected to grow at much faster rates than the twenty percent average expected of all job fields between 1990 and 2005 – and most need two years training or less after high school for entry level positions. Workers who provide technical assistance to engineers, scientists, and other professionals will be in strong demand. Technicians in the health field will add large numbers of jobs. Paralegals should find good employment prospects in the growing legal field.

Most jobs through 2005 will come about through replacing retiring workers. Some fields are good choices because they already employ many workers and will need replacements even if they are not growing at a fast rate.

Training for any of these fast-growing occupations and also for those in strong existing fields can be obtained in one or more community or technical college in Kentucky or propriety trade school. You can find a list of the schools that have these fields of study in *Getting In*, published by the Kentucky Higher Education Assistance Authority.

Good bets for the future

Computer technicians will be in strong demand as the number of computers increases rapidly. Since many office machines today are computerized, other office machine repairers also should find good job prospects. Most companies offer specialized training for workers servicing their products.

Airline transportation is expected to grow along with increased population and rising incomes. More airplanes means a need for more **airplane mechanics**. Increased demand for service as well as a need for replacement mechanics should mean a strong job market, particularly for mechanics who are knowledgeable about electronics, composite materials and other technological advances.

The outlook for **diesel mechanics** is good for the future, primarily because it is already a large occupation and can look forward to many replacements. Increases are also expected as more freight is moved by truck, and as more trucks and buses use reliable and economical diesel engines. A career as a highly skilled diesel mechanic can be challenging – and provide good earnings.

The future for **automotive mechanics** continues to be good, particularly those who are well-trained and highly skilled in the use of electronic and emission control equipment. Gone are the days of the shade tree mechanic! The future belongs to the mechanics with excellent training who continue to learn as automotive technology changes.

Employment of **paralegals** has grown tremendously since the 1960s and is likely to continue to do so. Most paralegals work for private law firms but many work for banks, corporate legal departments, and insurance companies. Opportunities are growing in the public sector as community legal service programs hire paralegals to help cut costs. Graduates of highly regarded training programs will have the competitive edge over a growing number of applicants.

Even though hospitals are hiring fewer people, the tremendous increase in out-patient treatment and home-health services as well as an aging population points to continued rapid growth of the health care industry. Workers in occupations providing direct patient care such as **medical assistants** and **practical nurses** will be in high demand. An increase in the number of health practitioners, increased use of diagnostic procedures and increased paper work will add to employment demands.

With rapidly changing technology in the health care field, there will be a strong demand for workers such as **radiologic technologists** and **biomedical equipment technicians.** The use of the newer imaging technologies such as CT scans and MRI machines will require highly trained, skilled technicians, both to operate and to maintain and repair the advanced equipment. Salaries for skilled health care workers are excellent and compare well to those of many college graduates who hold four-year degrees.

Job prospects for **medical records technicians** also appear bright through the year 2005. The increase in health care services will generate large volumes of records. Employment opportunities for records technicians will be best for those workers who have good computer skills, a high level of training and the ability to carefully manage records that will be used by third-party payers, courts, and consumers. Other promising occupations cover a wide range of services. The unfortunate increase in crime and growth in jails and prisons will mean jobs for **corrections officers**. The Bureau of Labor Statistics predicts a 61 percent increase in the number of openings for corrections personnel. Jobs will range from guards to probation officers, requiring training that stresses criminal law, human behavior and counseling and defensive tactics.

On the other end of the spectrum, **pre-school workers** who have had training in child development should be in a good position to work in services ranging from day care centers to a variety of pre-school programs. The continuing rise in the number of working mothers and a national increase in early intervention programs for children will mean an increase in child-care workers.

Spending on travel is expected to increase greatly in the next decade, meaning growth in the number of **travel agents**. Replacement workers in existing agencies and agents needed to staff new agencies serving business and leisure travelers should mean a healthy increase in this field. Earnings in this occupation are modest, but most agents get substantial discounts when they travel — definitely a bonus if you like to travel.

Sources:
"No Bachelor's Degree Needed", *U.S. News & World Report*, November 1, 1993, pp.99 -101.

"Tomorrow's Jobs", *Career Education*, October, 1993, pp. 5 - 45.

Learning about Work – Firsthand

After you have begun to focus on some general areas of interest that might appeal to you as sources of possible occupations, it's time to find ways to try one on for size.

See for yourself

Reading about types of work can get you started. Many general references are available at your high school or local library that have detailed information about careers. For gaining insight into a type of work, however, nothing takes the place of being there. Observing for yourself what happens in that job — the tasks performed, the type of environment in which you would be working — can help you to visualize yourself in that role.

Volunteering

One of the easiest ways to try out work is to volunteer your services. Many agencies and organizations such as social services, performing arts groups, public libraries, and recreation programs welcome volunteers.

You may think that unpaid volunteer work wouldn't be useful to you. Granted, you don't get a paycheck, but you can still get many benefits — and often a lot of fun as well — from your volunteer efforts.

Candystripers sometimes become doctors or nurses, volunteers in community theater may focus on a career in the theater, helpers in a day camp may go into the recreation field. An experience as a volunteer could be the turning point in your thinking about work you might like.

There are other benefits from volunteer activities. You may get a sense of personal satisfaction by helping those in need. Whether in a day-care center, a community kitchen, or at a local blood drive, your efforts can make a difference in someone else's life. There's no better way to become a part of your community.

Also, many adults view volunteer work as a sign of maturity or genuine interest in a field. Your volunteer experience might give you that extra edge when included on an application for college or employment!

Job shadowing

One of the best ways to get a close-up view of a job is through job shadowing. Spend a day following a lab technician through her routine, or watch a farmer with his daily activities, and you will begin to understand much better what that job involves.

To do this, consider these possibilities. Start with your own family. Would you like to know more about the work of either of your parents? Aunts or uncles? Older siblings? Shadowing activities should be easy to arrange.

You may have family friends who have jobs you'd like to learn about. Most people are quite willing to allow young people to follow them for the day, and are flattered to be asked.

If those choices don't meet your needs, you might talk to your high school guidance counselor. He or she might help you arrange a job shadowing day.

Co-op experiences

Opportunities to sample job experiences are available through various technical classes at your high school and area technology center. Co-op work in which you go to class part of the day and work at a paid job for the rest of the day is often a valuable part of those classes. Co-op arrangements are available in many fields of study including agriculture, business, computer technology, computer graphics, drafting, health, welding, carpentry, automotive, air conditioning and heating, and many others.

A program called "Career Choices" is being offered in some schools across Kentucky. These courses offer a chance to explore your own aptitudes and interests, to learn about and to observe many different types of work. If one of these programs is offered in your school you might want to find out more about it by talking to the teacher or your high school counselor.

From the simplest volunteer activity to a challenging co-op assignment, you can gain valuable first-hand experience to help you learn about careers.

A First Look at Career Planning

What do you want out of your life? Before you can begin to think about choosing a career, you need to sort out what's important — what is of great value to you. How do you rank home? Family? Money? Independence? Creativity? Prestige?

Without an awareness of your values, you may go down many wrong trails, for the career you choose will greatly influence how you spend your life. Your work may determine where you live, how much income you will have, what kind of house you live in, and how many working or leisure hours you have in a week.

So you want to be successful —

Sometimes people start by saying they want to be successful. In our society, that is often another way of saying they want lots of money and recognition.

Finding your *own* meaning of success, based on what is important to you, will put you ahead of the game. Consider this real life story.

Two young men were good friends while at Harvard Law School. Both were brilliant students and were expected to have outstanding futures in the field of law. Each was offered a position with a top law firm in Boston following graduation. One took the position offered. The other returned to a small town in Kentucky to practice law with his father in an office that had housed his grandfather's business. He begins each working day by having a cup of coffee with his 90-year-old grandmother who lives in the apartment upstairs. On Saturday, he brings his daughters to visit their great-grandmother, where she feeds them her special cinnamon rolls and helps them make dresses for their dolls.

Back in Boston, the friend is now making almost twice the income of the young man in Kentucky. He and his wife have just bought a house outside of Boston, from which he commutes to and from the city each morning and evening. When there is time, the couple enjoys concerts and plays. Neither havs any family in the Boston area, but they have made some friends through work.

Can you really say that the friend in Boston is more successful because he makes more money? Chances are, the young man in the small town in Kentucky has as great, perhaps a greater, sense of fulfillment, surrounded as he is by a loving family while he continues in the tradition of his father's law practice.

Success for you, too, will most likely mean having the opportunity to use the special blend of skills, abilities, and interests that are uniquely yours.

Finding your true work

A great writer, Jacques Barzun, described what he called *true work* as "that which engages the heart and the mind as well as the hand. It has a beginning and an ending. It is the overcoming of a difficulty one thinks important for the sake of results one thinks valuable."

Isn't that what you're looking for? Work that suits you so well that it doesn't seem like work at all — something you find so important or exciting that you'd be willing to do it for nothing! Where you'd say — "they pay me for doing this?" When you have found something you love to be doing, you will have found a gateway to real and lasting happiness!

How do you start?

- **Get acquainted with yourself** — Your life, from your earliest memories to the present, will give you many clues. You'll want to get a clear picture of your interests, the skills you have or think you could learn, and values which are important to you.

- **Investigate many kinds of work** — You can find resources which will help you discover types of work which might fit with your values, and use your interests and skills at the same time. Since no one can make a decision in a vacuum, you'll want to look at those types of work in the light of a changing world. Will the work you want be available when and where you want it?

- **Evaluate non-traditional jobs, too** — Look at all the possibilities. Don't ignore jobs which are non-traditional but which may really appeal to you. Times are changing and so are views about what types of jobs females can and should do. This holds true for males as well. Explore all your options.

- **Try out career possibilities** — Once you've decided on several types of work that might interest you, you'll want to think of ways you might try them on for size. If you wouldn't want to buy a suit or a dress without seeing how it looks on you, then certainly you wouldn't want to make an important decision about your future without firsthand knowledge about how it fits you!

- **Talk to a trusted friend** — Discuss your plans with someone who knows your strengths and weaknesses. This person can help gauge whether or not your goals are realistic in terms of his or her knowledge of you and the world around you. A trusted person will help you to check out your plans and set your goals.

Learning More about You

Before you can make a good start on exploring careers, you need to discover as much as you can about yourself. You might think of this as doing a sort of inventory. Taking stock of your interests, abilities and values will help you to know the materials you have for creating your career.

Taking stock is worth the effort

Most of us have to work at seeing ourselves clearly. Sometimes we try to measure up to what our parents or others expect of us, and set high expectations for ourselves. When that happens, we may not want to think seriously about ourselves because we're scared we'll find only shortcomings. At other times, we may be uncomfortable admitting that we are good at a task or have strong skills, because we see that as bragging!

Try to accept yourself as you are. Realize that no one is perfect. You might find some pleasant surprises while taking stock. By knowing more about your strengths and weaknesses, you'll discover what you are like, and be ready to move ahead.

"But I can't think of anything!"

What are some of your interests, skills and values? If the very question leaves you cold — with not an idea in your head — here's an exercise you can do.

Please do not write in this book. Make a copy and then answer questions.

Interests

List all the things you can remember doing in the last week. Was there a class you liked? A club meeting you enjoyed? Did you read a magazine or newspaper? What did you read first? Did you use a computer? Fix a meal or do other activities around the house?

Prioritize the list, starting with things you enjoyed most. By doing this, you will begin to see what your interests are. Interests are nothing more complicated than activities that we like. Often, those interests will have developed because we have some natural aptitude (or learned skill) for the task.

Leisure activities

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How you spend your spare time can give you more clues about your interests. Do you like to build model cars? Create hairstyles for your friends? Write for the school paper? Volunteer at a hospital? Read about scientific advances?

Use these questions to help you get started. People spend their time in hundreds of different ways. List all that you can, then star the ones you like best.

Remember, *true work* is something you enjoy and consider so important, you'd do it for nothing. Looking at your leisure activities will give you many clues about what you already like to do. Those interests may some day lead to a career.

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You might be like a young man whose main interest was in bicycles. He liked to ride them, fix them, race them. Combining that with an enjoyment of travel, he has found a job with a company that manufactures bicycles. His "work" is to go around the country setting up major cycling events!

Many people find occupations that are *perfect fits* by thinking back over life-long interests. Consider the young woman who had loved cooking since making her first chocolate chip cookies as an 8-year-old. An interest in teaching others first became apparent as she and grade-school friends played school for endless hours.

As an adult she combined those interests with an aptitude for science and became a hospital dietitian. She spends her workdays creating recipes for special diets and teaching patients to meet their nutritional needs.

Home activities

Tasks that people do around the house may give useful clues. Are you the animal lover who takes care of all the pets? Do you raise a garden? Do you like to plan parties? Refinish furniture? Identify those activities around the house that you enjoy.

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Activities involve *doing* something. Take a look at these action words. Compare your different lists of daily school, leisure, or home interests, and circle the words for action from the list below that you enjoyed in your activities.

☐ Arranging
☐ Budgeting
☐ Calculating
☐ Carrying out plans
☐ Comparing
☐ Designing
☐ Entertaining
☐ Explaining
☐ Listening
☐ Managing
☐ Motivating
☐ Observing
☐ Organizing
☐ Performing
☐ Persuading
☐ Planning
☐ Promoting
☐ Reasoning
☐ Reporting
☐ Researching
☐ Settling disagreements
☐ Starting an activity
☐ Putting in order
☐ Teaching
☐ Understanding others

Prioritize your top three or four choices. Now you know the skills you like best. Wouldn't you be happy to find work that uses the skills you like best?

School subjects

List any class that you've liked and in which you've done well. Those classes in which you excelled may give you good clues as to your natural aptitudes. Be sure to star the ones you liked the best.

The classes you *don't* list have a value, too. If you think you want to be a nurse but hated science classes, you'd probably be happier — and more successful — channeling your desire to help others into another field.

Need help from your friends?

If you're not adding very much to your lists, get others to help you -- perhaps parents, teachers, counselors or friends. Sometimes we need help to recognize our own assets. Other people may be more objective. Review and analyze your lists and ask others to give you feedback. Evaluate what others say about how they see you. Others form their opinions of you based on how you act around them, so try to accept the way they view your behavior. Compare your view of yourself with the image they see. Maybe you have overlooked important characteristics. Review your list to see if your view has changed.

Unclear about interests?

If, after all this, you still believe that you have no interests or talents, or you don't see much hope for you and your future, then you need to see your counselor. You may need a little help in looking at your life. The counselor can help you put things into perspective.

Remember what we said at the beginning. If you are going to go on a journey, you will need a road map and you will need to know where to ask for help. This might be one of those times when you need to ask for help on your life's journey.

Life values

Do you like to be creative? How do you like competition? Do you like recognition for your work? Are you interested in making decisions, influencing people, or having authority? Is it important for you to be intellectually challenged? Do you want to help other people? Do you value spending time with your family? How important is your leisure time? Are you interested in making a high salary?

Work-style values

Being happy and productive in our work often relates to work-style values. You may like change and variety while your best friend would rather have one project that lasts a long time. You may like working on a deadline while another friend much prefers a steady routine.

Do you prefer working with a team or independently? Would you prefer working with children or adults? Would you have a strong preference for working with machines, with concepts, or with numbers? Do you want daily contact with people on the job? Would you look for friendship and a sense of community in your job, or would you expect to make your friends elsewhere? Do you like routine assignments or a variety of tasks? List as many of your work-style values as you can, starring the top two or three.

How well do your values fit together? Are they all attainable at the same time? Sometimes, we have values that conflict. Fulfilling one may mean we can't fully develop the other. For instance, if you want high earnings but want to spend much time with your family, those values may be in conflict. A big salary usually means hard work and long hours. Time for your family may be limited. If there are potential conflicts, what trade-offs are you willing to make? Think about it!

E

Contributed by Patricia Marcum
Kentucky Metroversity Education Opportunity Center
Louisville, KY (based on Holland Code)

In a sealed bid auction, you are forced to bid without any knowledge of how others will bid. Each bidder places bids in sealed envelopes. The person who bids the highest amount for any item gets that item. You have $1,000 with which to bid. You may allocate your bids in any way, but you may not make equal bids. (Once you bid $200 on one item, you cannot bid $200 again.) How will you bid?

YOUR BID	AUCTION ITEM
________	An occupation in which I am my own boss, make decisions, and am not closely supervised
________	An occupation perceived as important by others
________	An occupation that allows me to play or pursue personal goals outside of work
________	An occupation that will be around for the long haul
________	An occupation that does not follow a strict routine
________	An occupation in which I can help people improve their lives
________	An occupation with income that allows me to purchase fine things

What occupation-related values are most important to you? Are there others than those listed here that you would include?

See page E-22 to find out what the auction items represent.

Contributed by Patricia Marcum, Counselor
Kentucky Metroversity Educational Opportunity Center
Louisville, KY

Getting to Know YOU!

A: Activities Checklist

Below are a number of activities. Each activity has a code letter. Circle the codes of those activities you would like to do. **When you are finished, find the total number you checked for each code letter.**

Code	Activities
R	Fix small electrical appliances.
I	Read sciecne magazines.
A	Draw, sketch or paint a picture.
S	Call or write friends.
E	Persuade others to join a group.
C	Clean and organize your room.
C	Type letters or term papers for friends.
E	Sell items for an organization.
S	Attend religious services.
A	Attend or act in plays.
I	Do experiments in a laboratory.
R	Restore an old car.
I	Work on a scientific project.
R	Fix mechanical things.
A	Design furniture or buildings.
S	Belong to clubs or organizations.
E	Talk about a political race.
I	Build and fly airplane models.
C	Use math in bookkeeping for a small business.
S	Listen to other people's problems.
A	Play in a band or rock group.
R	Build things with wood.
I	Perform chemistry experiments.

Code	Activities
R	Drive a car, truck or tractor.
A	Play a musical instrument.
S	Take care of children.
E	Operate a business or service.
C	Work with any kind of business machine.
E	Attend club meetings.
C	Keep records of expenses for a club.
S	Go to parties or entertain friends.
A	Go to concerts, musicals or recitals.
I	Read and learn about subjects on my own.
R	Use carpentry or other tools.
I	Solve math problems or work puzzles.
A	Read short stories or novels.
S	Play games with friends.
E	Give talks at meetings.
C	Take a word-processing class.
E	Serve as an officer of a club or other group.
C	Take a business course.
R	Take an industrial technology class.

(Continued on next page.)

Code	Activities
I	Take a course in physics.
A	Take photographs or create portraits.
S	Read books on psychology.
E	Organize or supervise the work of others.
C	Take a course on bookkeeping.
E	Meet leaders of a group.
C	Take a business math course.
S	Attend conferences or group meetings.
A	Decorate a room.
I	Take a chemistry course.
R	Learn computer-assisted mechanical design.

Code	Activities
C	File reports, records, or letters.
E	Lead a group to accomplish a goal.
S	Help the homeless.
A	Dance in a troupe.
I	Collect information for an environmental survey.
R	Build a birdhouse.
R	Study electronics.
I	Make up a computer program.
A	Compose a song.
S	Organize a social outing.
E	Participate in a political campaign.
C	Organize and pay bills.

Total	___	___	___	___	___	___
	R	I	A	S	E	C

B. Occupation Checklist:

This list will help you focus on types of occupations you might like. Each of the occupations is in a group represented by a code letter. Circle the codes of those occupations that appeal to you.

Code	Occupations
R	Auto mechanic
R	Forest ranger
R	Carpenter
R	Heavy equipment operator
R	Landscape gardener
R	Electronics technician
R	Service station worker
R	Tree surgeon
R	Long distance truck driver
R	Power plant operator
R	Tool and die maker
R	Heating and air conditioning technician

Total "R"s checked ______________

Code	Occupations
I	Botanist
I	Microbiologist
I	Medical lab technician
I	Horticulturist
I	Pharmacologist
I	Weather observer
I	Physician
I	Veterinarian
I	Research scientist
I	Chemical lab technician
I	Food chemist
I	Geologist

Total "I"s checked ______________

Code	Occupations
A	Film editor
A	Copy writer
A	Audiovisual production specialist
A	Clothes designer
A	Actor
A	Music teacher
A	Band director
A	Dancer
A	Photographer
A	Singer
A	Artist
A	Novelist

Total "A"'s checked __________

Code	Occupations
E	Retail store owner
E	Television producer
E	Sales representative
E	Public-relations director
E	Buyer
E	Advertising sales representative
E	Auctioneer
E	Booking agent
E	Restaurant owner
E	Travel agency manager
E	Business manager
E	Real-estate broker

Total "E"'s checked __________

(Continued on next page.)

S	Child welfare worker
S	Speech therapist
S	Elementary teacher
S	Psychiatric social worker
S	Nurse
S	Counseling psychologist
S	Clergy member
S	Social director
S	Community organization worker
S	High school teacher
S	School counselor
S	Rehabilitation counselor

Total "S"'s checked __________

Code	Occupations
C	Credit counselor
C	Administrative secretary
C	Accountant
C	Budget analyst
C	Hospital insurance clerk
C	Personnel scheduler
C	Inventory-control clerk
C	Insurance claims representative
C	Bank teller
C	Reservations agent
C	Cost estimator
C	Post office clerk

Total "C"'s checked __________

Scores in each section:

Activities __ __ __ __ __ __
R I A S E C

Occupations __ __ __ __ __ __
R I A S E C

Add the Activities and Occupations numbers for each letter, and enter in the corresponding spaces below:

Total Scores __ __ __ __ __ __
R I A S E C

List the letters of your 3 top scores, putting the highest first.

________ ________ ________

The code letters used to identify groups of activities and occupations represent the basic personality categories adapted from a well-known occupational interest assessment, the Self-Directed Search, originated by Dr. John Holland. The SDS loosely classifies people into six personality types, Realistic, Investigative, Artistic, Social, Enterprising and Conventional.

The code with the highest score will suggest the personality type you most resemble. The next highest score will indicate another type, down to those scores which would indicate very little similarity. Having an idea about your personality type as well as activities and occupations you might prefer can help you identify occupational areas to explore.

This exercise is meant to *suggest* areas of occupational interest for exploration. *It is not a valid interest inventory and should not be interpreted as such.*

Now, survey the interest groups as illustrated in the following diagrams. You may make a copy of the hexagons and mark your scores near each letter.

Come to the Party!! (from page 17)
Which group would interest you most? Here's a possible indication of your occupational interests based on your choices:

Group	A:	Artistic
	B:	Enterprising
	C:	Social
	D:	Investigative
	E:	Realistic
	F:	Conventional

Sealed Auction Bid (from page 18)
How you would allocate your "bid" money may give you some indication of your work values. The bid items represent the following values:

1. Independence
2. Prestige
3. Leisure/play
4. Security
5. Variety
6. Helping others
7. Money

What occupation-related values are most important to you? Are there others you would include?

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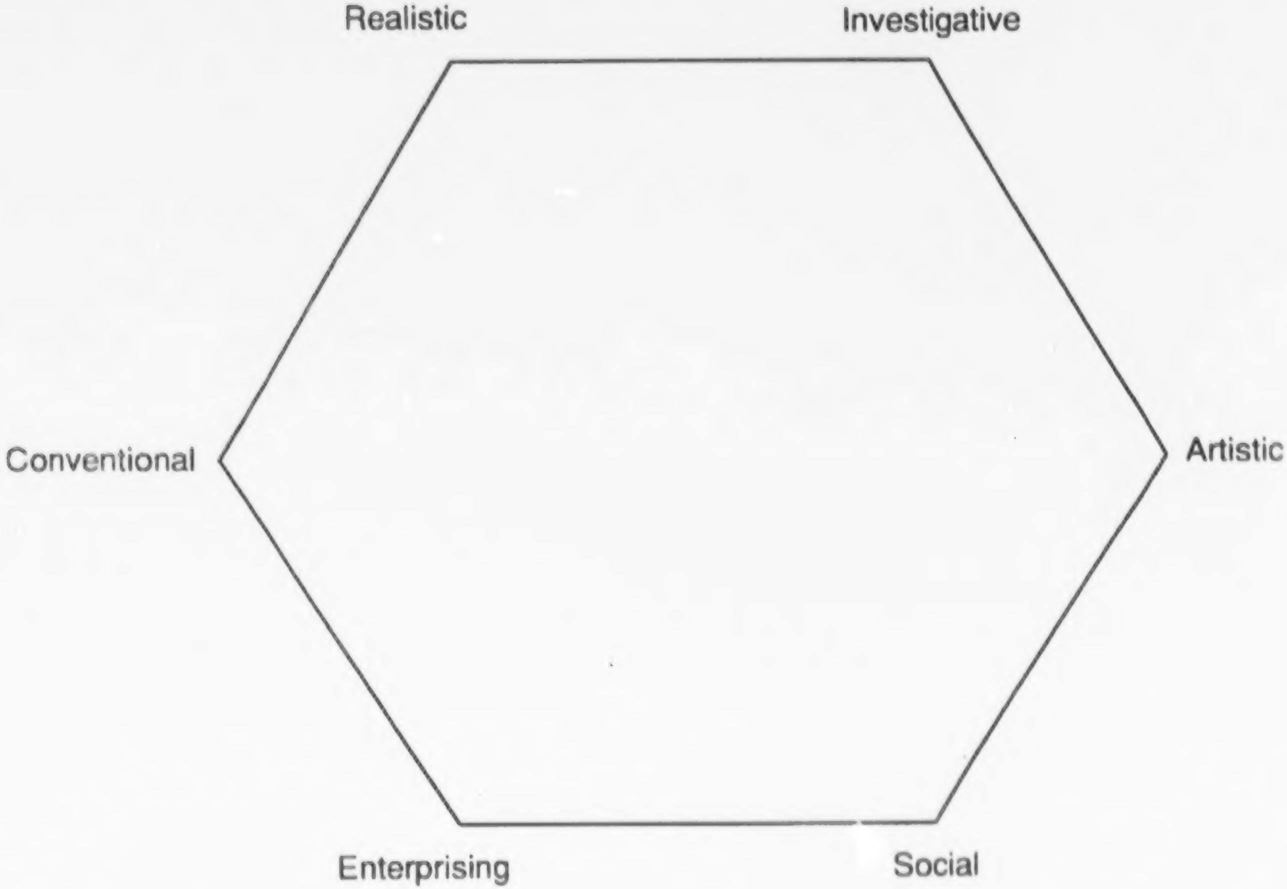
Basic Personality Types



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Finding Your Occupational Interest Groups

OCCUPATIONAL CATEGORY CROSS-WALK

Holland Occupational Categories	Futures Interest Areas*	School- to- Work Career Clusters
Artistic - "Create it," creative, novel, original, independent	Artistic	Arts & Humanities Communication Construction
Investigative - "Explore it," explore, understand, research, gather information, reason, theorize	Scientific (including Social Science)	Agriculture Health Math & Science
Realistic - "Do it," tangible rewards, products of work	Plants & Animals Protective Mechanical Industrial	Agriculture Construction Manufacturing Math & Science Mining Public Service Transportation
Conventional - "Keep it going," work with data, follow instructions within a system	Business Detail	Business & Marketing Health Public Service Transportation
Enterprising - "Make it happen," Business & Marketing achieve, influence, persuade	Selling Business Management Law/politics	Business & Marketing Education
Social - "Talk about it," work with people, strong social concerns	Accommodating** Humanitarian Leading/Influencing*** (including business management, law/politics) Physical Performing	Arts & Humanities Communication Education Health Human Services Social Sciences

* Futures Interest Areas are based on the categories presented in the Guide to Occupational Exploration.

** A relatively narrow area, but it includes a few occupations covered by Holland's Enterprising and Realistic categories in addition to those covered by the Social category.

*** A broad area including, in addition to occupations covered in the Social catetory, business management and law/politics occupations covered by the Enterprising category, and social science occupations covered by Investigative category.

Occupational Interest Areas

The U.S. Department of Labor has taken all the jobs in the United States and organized them into 12 groups or "interest areas." Read these descriptions and check areas that might appeal to you — based on what you have found out about yourself. Then star your two or three top choices.

Artistic

Do you enjoy music, art, or literature? Someone who is artistic enjoys self-expression. Artistic careers include modeling clothes; writing articles or books; directing or performing in drama, music, or dance; using your hands to create or decorate products; evaluating other people's creative works, such as painting, sculpting, or graphic arts.

Scientific

Discovering, collecting, analyzing, and problem solving are typical elements of scientific work. People in medicine, mathematics, and research have a scientific interest. In these careers you may be working in a laboratory, helping people or animals, or checking scientific equipment and procedures.

Plants and animals

Imagine working in forestry, farming, or fishing. You may be taking care of animals or doing physical work outdoors. You might even own or operate a farm or florist shop.

Protective

Security is the key word in connection with this career field. People whose job is to keep property and valuables secure are often in law enforcement, firefighting, or security systems management.

Mechanical

If you enjoy applying mechanical principles to solve practical problems, this could be the field for you. Careers include engineering, repair work, construction, technical problem solving, and other work involving machines, tools, vehicles and buildings.

Industrial

Do you enjoy doing concrete, organized work and knowing exactly what you're supposed to accomplish? Industrial careers are usually found in a factory setting, where workers have close contact with machines and tools. You may be supervising others or counting, inspecting and weighing things on your own.

Business detail

Do you like activities demanding accuracy and attention to detail? You might like a job attending to business detail, whether working with figures or working with people. Business detail jobs range from filing and billing to supervision and management of an office.

Selling

If you're good at persuading people, you might enjoy a career in sales. Salespeople are found in stores, sales offices, or even customers' homes. Or you may wish to buy and sell products at a profit. Sales work also includes advertising and promotion.

Accommodating

Accommodating people means providing service for them. You might find yourself working in a restaurant, hotel, movie theater, or on an airplane. The hair care and beauty field is another occupation in which you accommodate others.

Humanitarian

Perhaps you're a person who gets satisfaction from helping others with mental, spiritual, or physical needs. People in humanitarian fields include nurses, therapists, counselors, and teachers. These are fields in which being concerned about others' welfare is important.

Leading/influencing

Do you like to lead and influence others by what you say and do? If you like leadership responsibilities, you might want to work in management. Interest in technical details, combined with strong verbal or numerical skills might lead you to law, finance or social research. You could help others to learn through working in education.

Physical performing

If you have been a star athlete in individual or team sports, you might continue to satisfy this interest by jobs in athletics, sports, or performing physical feats. You might become a professional player or an official.

A listing of specific occupational groups relating to these interest clusters follows in the next section.

Linking your interests to occupational groups

Now you've identified your strongest areas of interest by completing the checklist "Occupational Interest Areas." The next step is to link your interests to different occupations that might be appealing to someone with your particular group of interests.

You may have noticed that each interest area is identified. The following section, ''Ways of Working,'' will give you descriptions of occupations, arranged in groups, each starting with a heading relating to a specific interest area.

Suppose you have checked Mechanical as a major interest. You will find entries for different types of mechanical work. Fields requiring the most education such as engineering are listed first, followed by work requiring less training such as engineering technology or craft technology, down to elemental mechanical work such as masonry and welding. In other words, there are many ways in which mechanical interests can be used in a variety of jobs.

Read the occupational descriptions in your interest areas to see how your interests can lead to a possible career. The Kentucky Career Information System, the computer-based system usually available through your counselor, can also give you many more job descriptions. The *Guide for Occupational Exploration* will give you more specific job titles with information about requirements for each type of work. Both are valuable resources for additional ideas.

Sources:

Thomas F. Harrington, Ph.D., and Arthur J. O'Shea, editors, *Guide for Occupational Exploration*, National Forum Foundation, 1984.

Charles J. Shields, *How to Help Your Teenager Find the Right Career*, College Board Publications, New York, 1988.

National and State Job Opportunities

Following each profile in "Ways of Working," you will find information about specific jobs, if such data is available from the Kentucky Occupational Information Coordinating Committee. KOICC's data comes from several sources:

Demand – surveys of businesses and industries by the Department for Employment Services;

Supply – All public, private and proprietary institutions as well as the Job Corps and Armed Forces provide information about numbers of students completing educational programs.

Registered Applicants – those who have been trained and now want employment as well as the number of employees that employers want to employ.

Employment outlook

The U.S. outlook describes demand only and does not consider supply figures. If the statement reads:

Much faster than average – expected increase of 31 percent or more

Faster than average – expected increase of 20 to 30 percent

Average – expected increase of 11 to 19 percent

Slower than average – employment will increase 10 percent or less and may even decline.

Kentucky's figures show expected number of openings as well as potential employment opportunities for the current year.

Over-supply – excessive number of persons trained and seeking employment for job

Competitive – supply of trained workers exceeds demand for workers

Balanced – supply and demand relate closely

Under-supply – shortage of trained persons to meet labor demand

Wage information

United States – this information is not available at this time

Kentucky – the average entry wage and the overall average wage in the state for a specific job category.

Artistic:

Literary Arts

People who work in this group write, edit, or direct publications. Many creative writers work in radio or television. Some writers specialize in writing about technical subjects. Some are self-employed writers who sell their stories and plays to publishers.

What kind of work would you do?

Your activities would depend on your job. You might:

- write reviews of books or plays.
- edit stories.
- supervise and review the work of television writers.
- write short stories, poems, or novels.

Would you like this work?

Is it important for you to:

- use your imagination to say something in a new way?
- influence the opinions of others?

Do you enjoy any of these activities?

- belonging to a book club
- designing fliers for a school event
- editing a school newspaper or yearbook
- writing articles, stories or songs

Do you like and do well in any of these subjects?

- communications
- foreign languages
- English language skills
- journalism

Would you work in these places?

- business offices
- radio or TV studios

F

What skills or abilities do you need?

To do this work, you must be able to:

- have and present personal views on such subjects as politics or social issues.
- critique plays or other writings.
- influence the opinions of others by your words.
- deal with many kinds of people.

What else should you consider?

This field is very competitive; jobs are hard to get. Some jobs are found where movie and TV studios are located, or where publishing companies are headquartered. Newspapers which hire writers, are found throughout the country.

When applying for a writing job, you should prepare samples of your work. Many creative writers are self-employed. They submit their stories or other works to publishers. Some receive assignments to write about specific subjects.

How can you prepare?

These occupations usually require education or training ranging from two to more than ten years. They require strong skills in grammar, punctuation, and composition, usually developed in English, journalism or creative writing. Experience with minor publications is usually needed before getting positions on larger publications.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Writers, Technical Writers and Editors, Correspondents, Free-lance Writers, Reporters	US - average growth KY - over-supply	KY - $33,778	Baccalaureate

Sources:
Guide for Occupational Exploration, edited by
Thomas F. Harrington, Ph.D., and Arthur J. O'Shea, Ph.D.,
National Forum Foundation.

Kentucky Occupational Information Coordinating Committee's
1999-2000 Kentucky Career Guide

Artistic:

Visual Arts

Visual artists may draw, paint, photograph, or create sculpture. They may work for advertising agencies, publishing firms, TV studios, or museums. Some may work for manufacturers or in retail stores. Others own studios or do free lance work.

What kind of work would you do?

Your activities would depend on your job. You might:

- paint portraits, landscapes or other subjects.
- plan the advertising displays of a department store.
- illustrate articles in magazines.
- photograph subjects for a photo essay.

Would you like this work?

Is it important for you to:

- use your imagination?
- use your hands or hand tools?

Do you enjoy any of these activities?

- constructing stage sets or designing costumes
- taking photographs
- painting landscapes or portraits
- planning advertisements for the school paper

Do you like and do well in any of these subjects?

- drawing or painting
- clothing/fashion design
- photography

Would you work in these places?

- business offices
- schools or colleges
- television or photography studios
- stores

What skills or abilities do you need?

To do this work, you must be able to:

- understand and apply artistic principles and techniques.

F

- visualize a finished product from its early stages to its completion.
- use the tools of the artist skillfully to create original works.

What else should you consider?

Your chances for employment will be greater if you can do several kinds of artwork. When applying for full-time or free-lance work, you will need a portfolio of samples of your work. People who are just getting started need to have exhibits in places such as libraries, banks and community centers. Artists may exhibit and sell at craft shows and fairs.

How can you prepare?

Training for jobs in this group range from two to ten years. Many people get a four-year college degree with a major in fine art or commercial art. Smaller companies may hire workers with a vocational or community college background and provide additional on-the-job training. Successful free-lance artists will usually have established their reputations as illustrators, designers, or photographers by working for an agency or company before going out on their own.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration*.

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Photographer Artists, Film Workers, News Reporters	US - average growth KY - competitive	KY - $20,398	Community College
Interior Designer, Display Designers, Merchandise Displayers	US - average growth KY - competitive	KY - $31,409	Baccalaureate Career Schools Technical Colleges
Landscape Architects	US - faster than average growth KY - balanced	KY - $29,921	Baccalaureate

Sources:
Guide for Occupational Exploration, edited by
Thomas F. Harrington, Ph.D., and Arthur J. O'Shea, Ph.D.,
National Forum Foundation.

Kentucky Occupational Information Coordinating Committee's
1999-2000 Kentucky Career Guide

Artistic:

Drama, Music and Dance

In the performing arts, people may act, sing or dance. They may compose, direct, teach or produce shows. Performers may work for movie, television or radio studios or work in clubs or theatres in live performances. Some teach in schools or colleges or give private lessons. Many workers in the performing arts are self-employed and obtain work through auditions.

What kind of work would you do?

Your activities would depend on your job. You might:

- play an instrument or direct a band.
- dance in or create dance routines for a musical show.
- act in or direct a play.
- teach acting, dance or voice lessons.

Will this work suit you?

Is it important for you to:

- use your imagination to find new ways to do something?
- direct or supervise others in their activities?
- attract the attention of others by your appearance or activities?

Do you enjoy any of these activities?

- performing or directing in a play or amateur show
- entertaining at parties or events
- playing an instrument or singing

Do you like or do well in any of these subjects?

- drama
- instrumental or vocal music
- dancing or physical education
- speech

Would you work in these places?

- night clubs or theaters
- schools or colleges
- radio or television studios

What skills or abilities do you need?

To do this kind of work, you must be able to:

- spend long hours in practice, developing your exceptional talent.
- perform with self-assurance.
- express ideas and emotions with your body, your voice or with your musical instrument.

- interpret and use the theories and techniques of your art form.

What else should you know?

Work for performing artists is very competitive. Auditions often are required for jobs. You will need to gain experience in amateur theater, college presentations, or any other place which could use your talent. Most jobs in this field are found in large cities, though some find employment teaching in small communities. Performing demands that you be physically fit and have high energy. Travel and irregular hours may be required.

How can you prepare?

Occupations in this group usually require education and/or training from two to more than ten years. Performing artists usually begin training in elementary school and continue throughout their working lives. Experience also is vitally important. Initially, this can be in school and community classes and performances. Intensive training and performing continue in college or specialized schools.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration*.

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Musician, Instrumental Arranger, Composer, Singer	US - average growth KY - competitive	KY - N/A	Military Baccalaureate

Sources:
Guide for Occupational Exploration, edited by
Thomas F. Harrington, Ph.D., and Arthur J. O'Shea, Ph.D.,
National Forum Foundation.

Kentucky Occupational Information Coordinating Committee's
1999-2000 Kentucky Career Guide

Artistic:

Craft Arts

Workers in this group use artistic methods to make, decorate, or repair products. They may use engraving equipment, knives, paint brushes, and other tools to work wood, stone, gemstones, and other materials. They are employed by manufacturing firms, publishing companies, and movie and TV studios. They may work for ad agencies and retail stores. Some craftspeople are self-employed, selling their products and providing their services on a freelance basis.

What kind of work would you do?

Your activities would depend on your job. For example, you might:

- carve designs and lettering on blocks or rollers for printing greeting cards.
- paint designs on posters with an airbrush.
- design silkscreens for tee-shirts.
- retouch photographs.
- restore damaged works of art.

Would you like this work?

Is it important for you to:

- imagine new ways to do something?
- follow established procedures needing little change?
- use your hands or hand tools?

Do you enjoy any of these activities?

- carving wooden objects
- designing and constructing stage sets for school plays
- doing needlework
- mounting and framing pictures
- taking photographs
- weaving rugs or making quilts

Do you like and do well in any of these subjects?

- commercial art
- drafting
- drawing or design
- painting
- photography

Would you work in these places?

- factories and plants
- movie, radio or TV studios

What skills or abilities do you need?

To do this work, you must be able to:

- use artistic skills such as drawing or carving in practical ways.
- evaluate and select the best tools and materials for the purpose.
- visualize how the finished product will look.
- operate tools precisely
- take pride in creating work that is attractive and desired by customers.

What else should you consider?

Work of this type is found in large and small communities all over the country. Most permanent jobs are located where there are publishing companies and manufacturing plants. People interested in art but who want the structure of working under the supervision of someone else will find opportunities in this field. Though the work is artistic, it does not require the same amount of time or training as does the visual arts field. People who are highly skilled in their crafts may have such a good reputation in their communities that they may open their own business or free-lance.

How can you prepare?

Occupations in this group usually require training ranging from one to more than ten years. Courses in industrial art, drafting, or crafts may provide initial training. Training in restoration and conservation of art objects usually begins in college and continues in on-the-job training under the direction of skilled crafts people. Many of these jobs are highly specialized and require two or more years of training and experience. Some employers give job training to workers who show talent and have strong manual skills or experience.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration*.

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Jewelers, Watchmakers, Silversmiths	US - slower than average growth KY - balanced	KY - $26,317	Career Schools Technical Colleges

Sources:
Guide for Occupational Exploration, edited by
Thomas F. Harrington, Ph.D., and Arthur J. O'Shea, Ph.D.,
National Forum Foundation.

Kentucky Occupational Information Coordinating Committee's
1999-2000 Kentucky Career Guide

Scientific:

Physical Sciences

Workers in this group are concerned mostly with nonliving things such as chemicals, rocks, metals, and movements of earth and stars. They conduct scientific studies requiring a knowledge of math, physics, or chemistry. Some develop new or improved materials or processes for use in production and construction. Some do research in fields such as geology, astronomy, oceanography, or computer science. Industries, government agencies, and universities employ most of these workers in research facilities.

What kind of work would you do?

Your activities would depend on your job. You might:

- develop chemical processes.
- study aerial photographs to locate oil deposits.
- study and interpret information to predict or measure earthquakes.
- develop methods to control air or water pollution.
- conduct experiments to develop new metals.

Would you like this work?

Is it important for you to:

- imagine new ways to do something?
- work with mathematics or statistics?
- discover new facts and develop ways to apply them?

Do you enjoy any of these activities?

- collecting rocks or minerals
- performing experiments for a science fair
- reading medical or scientific magazines

Do you like and do well in any of these subjects?

- advanced mathematics or calculus
- general science
- physics
- earth or space science
- geometry
- trigonometry

Would you work in these places?

- business offices
- laboratories
- oil fields

What skills do you need?

To do this work you must be able to:

- apply the scientific method to deal with many different kinds of problems.
- manipulate numbers or other nonverbal symbols to express ideas and solve problems.
- express complex technical and scientific information appropriately.
- gather and interpret data.
- make decisions using your judgment.
- make decisions based on information that can be measured and verified.

Not all these statements would apply to every job in this group.

What else should you consider?

These workers may be employed in large or small communities across the country. Some of the jobs require traveling into rugged areas to conduct field trips. Scientists may work long hours to do research or complete experiments. They must read to keep informed about developments in their fields and attend seminars and professional organization meetings.

How can you prepare?

Jobs in the physical sciences usually require from four to ten or more years of postsecondary education. A bachelor's degree with a major in math or a physical science is the minimum requirement for entrance into the field. Graduate degrees are needed for most research work and college teaching. Advanced studies or a Ph.D are generally required for work in basic research. Important courses include algebra, geometry, physics, and earth and space science. Chemistry and technical writing courses are helpful and sometimes required.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Chemical Engineer, Chemists	US - faster than average growth KY - balanced	KY - $56,876	Baccalaureate
Geologist, Mining Engineers, Petroleum Engineers	US - average growth KY - over-supply	KY - $41,792	Baccalaureate

Sources:
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National Forum Foundation.

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Life Sciences

Workers in this group do research and conduct experiments to find out more about plants, animals, and all living things. Some develop methods of improving species of plants or animals. Others conduct research to improve medicine, health and living conditions for people. These scientists work in manufacturing plants, government agencies, universities, and hospitals.

What kind of work would you do?

Your activities would depend on your job. For example, you might:

- study causes of diseases.
- develop hybrid varieties of trees.
- test food samples for purity.
- work with doctors to develop new medical treatments.
- use microscopes to study cells.

Will this work suit you?

Is it important for you to:

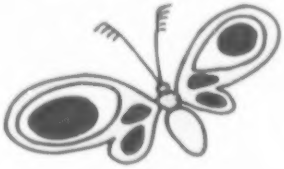
- imagine new ways to do something?
- work with mathematics or statistics?
- discover new facts and develop ways to apply them?

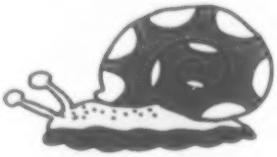
Do you enjoy any of these activities?

- belonging to a 4-H club
- experimenting with a chemistry set
- conducting experiments for a science fair
- reading medical or scientific magazines
- raising or caring for plants or animals

Do you like and do well in any of these subjects?

- advanced mathematics or calculus
- biology
- chemistry
- general science
- zoology





Would you work in these places?

- forests
- hospitals
- laboratories
- plant nurseries

What skills or abilities do you need?

To do this work you must be able to:

- apply scientific methods and logic to study living things.
- follow complex instructions that use numbers, words, diagrams, and formulas.
- apply knowledge about the classification and functions of plants and animals.
- use laboratory and scientific equipment.
- make decisions based on information that can be measured and verified.

What else should you consider?

Some workers in this field must handle tissue and waste products of humans and animals. Some work in remote forests and deserts. Life scientists must be committed to staying informed of developments in their field by reading professional books and magazines, and attending seminars and professional meetings. Employment chances are best for those with advanced degrees in life sciences.

How can you prepare?

Occupations in this group call for education and/or training ranging from four to more than ten years. Important courses include algebra, geometry, advanced math, chemistry and physics. Technical writing and composition courses are helpful. A bachelor's degree is essential; graduate degrees are needed for research work and college teaching. Advanced studies or a Ph.D are needed for basic research; a master's degree may qualify a person for laboratory teaching.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration*.

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Biomedical/ Electromedical Equipment Technologists/ Technicians	US - faster than average growth KY - competitive	KY - $25,972	Career School Community College Technical College
Pharmacy Assistant/ Technician	US - faster than average growth KY - competitive	KY - $16,397	Technical College

SVP - Specific Vocational Preparation

Sources:
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Medical Sciences

Workers in this group diagnose and treat human and animal diseases, disorders, and injuries. They may specialize or work in general practice. Doctors and dentists work in such places as hospitals, clinics, health facilities, plants, and government agencies. Many are self-employed and have their own offices.

What kind of work would you do?

Your activities would depend on your job. For example, you might:

- diagnose and give medical treatment to people.
- examine and treat dental problems.
- diagnose and treat sick animals.
- perform surgery to repair injuries or remove diseased organs.
- provide prenatal care and deliver babies.
- diagnose and treat mental illnesses.

Would you like this work?

Is it important for you to:

- provide direct help to others with problems?
- imagine new ways to do something?
- search for and discover new facts and find ways to apply them?

Do you enjoy any of these activities?

- applying first aid in emergencies
- nursing sick family members or friends
- conducting experiments for a science fair
- reading medical or scientific magazines
- serving as a volunteer aide in a hospital

Do you like and do well in any of these subjects?

- biology
- general science
- health
- zoology

Would you work in these places?

- animal clinics
- doctors' or dentists' offices
- hospitals
- physical rehabilitation centers

What skills or abilities do you need?

To do this work you must be able to:

- reason scientifically to diagnose and treat human or animal injuries and illnesses.
- deal with people when they are in pain.
- stay calm and in control in emergencies.
- use eyes, hands, and fingers with great skill and accuracy.
- solve obvious problems and those not easy to understand or recognize.
- make decisions based on your own judgment or on information you can measure or verify.

What else should you consider?

Workers in this group find employment or set up practice in communities large and small or in rural areas all over the country. Most physicians are in private practice, but some are employed by governmental agencies, industrial firms, and private companies that operate health care facilities. Most workers maintain regular but long working schedules; however, in some specialties, some must have irregular hours, holiday and weekend work, and on-call duties. The time and cost of training are significant.

How can you prepare?

Occupations in this group usually require education and/or training ranging from four to more than ten years beyond college. Academic courses helpful in preparing for the medical sciences are algebra, geometry, advanced math, chemistry, biological sciences, English, and Latin.

Doctors serve a one or two-year internship in an approved hospital after graduation from medical school. Most also spend additional years in training as a resident in a special area of practice. Dentists who specialize or do residency have taken post-graduate courses or completed a residency.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Dentist, Oral Surgeons, Physician	US - faster than average growth KY - balanced	KY - $83,883	Baccalaureate, Post Baccalaureate
Veterinarian	US - faster than average growth KY - balanced	KY - $49,361	Baccalaureate, Post Baccalaureate

Sources:
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Laboratory Technology

Workers in this group use special laboratory techniques and equipment to conduct tests in fields such as chemistry, biology, and physics. Their recorded information is used by scientists, medical doctors, researchers, and engineers. Hospitals, governmental agencies, universities, and private industries provide employment for these workers in their laboratories and research activities.

What kind of work would you do?

Your activities would depend on your job. For example, you might:

- use microscopes and prepare slides to identify diseases in organs removed by surgery.
- operate lab equipment to conduct chemical and physical tests on coal samples.
- prepare compounds and package prescription drugs.
- study blood samples using a microscope.

Will you like this work?

Is it important for you to:

- follow established procedures requiring little change?
- discover new facts and develop ways to apply them?

Do you enjoy any of these activities?

- collecting rocks or minerals
- performing experiments for a science fair
- reading scientific or technical magazines
- taking photographs

Do you like and do well in any of these subjects?

- biology
- earth or space science
- health
- medical or dental technology
- photograph
- physiology
- chemistry
- general science
- mathematics
- physics
- zoology

Would you work in these places?

- hospitals
- laboratories
- electrical power plants
- waste disposal plants

What skills or abilities do you need?

To do this work you must be able to:

- use scientific and technical language and symbols.
- recognize minor differences in shape, color and texture.

- operate delicate and sensitive equipment using eyes, hands and fingers.
- work precisely and accurately.
- follow technical instructions.

What else should you consider?

Laboratory technology workers are found in hospitals, medical and other testing laboratories, water treatment and power distribution facilities, and pharmacies. Hospital laboratories may require you to work night shifts or on weekends or holidays. Most other lab work is done on a regular schedule. There usually are openings for beginners in medical laboratory work in all parts of the country.

How can you prepare?

Occupations in this group usually require education ranging from one to more than ten years. Entry-level jobs require a two or four-year degree. On-the-job training is sometimes available for applicants who have skills or work-related experience. A limited number of jobs are offered to those who have taken technical courses in high school or in a post-high school program. Courses in chemistry, physical science, math and report writing are helpful.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Chemical Technician, Chemical Operators, LaboratoryTechnicians	US - average growth KY - balanced	KY - $32,994	Community College Technical College
Pharmacist	US - slower than average growth KY - balanced	KY - $59,823	Baccalaureate, Post Baccalaureate

Sources:
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National Forum Foundation.

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Plants and Animals:

Managerial Work

Workers in this group may operate or manage farms, nurseries, and other plant and animal businesses. Some raise specialty animals and plants. Others may beautify land areas. Many work in rural areas and on farms and forest preserves. Others are employed by commerical nurseries, landscaping firms, or governmant agencies located all over the country. Many operate their own large or small businesses.

What kind of work would you do?

Your activities would depend on your job. You might:

- arrange for the purchase of seed, livestock, fertilizer, and other supplies.
- plan and oversee the sale and shipment of farm crops or animals.
- manage a dairy farm.
- advise farmers on ways to improve the quality of their products.
- manage the use and development of forest lands.

Will you like this work?

Is it important for you to:

- direct, manage, or supervise the activities of others?
- work out-of-doors?

Do you enjoy any of these activities?

- belonging to a 4-H club
- breeding animals
- designing and landscaping a flower garden
- raising or caring for animals
- growing a vegetable garden
- studying the habits of wildlife

Do you like and do well in any of these subjects?

- agricultural management
- agricultural production
- forestry
- landscaping
- zoology

Would you work in these places?

- farms
- forests
- plant nurseries
- private homes

What skills or abilities do you need?

To do this work you must be able to:

- apply scientific principles in a practical way, such as rotating crops, or feeding hogs to produce pork of high quality.
- plan an activity and supervise others to carry it out.
- keep accurate financial and production records.
- spend much of your time outdoors in all kinds of weather.

What else should you consider?

Many workers in this group are in business for themselves. They may own plant nurseries, lawn services, or have farms. They raise a variety of plants and animals. Others in this group work for someone else, managing a farm or providing services to help farm owners with production or harvesting. Some work for state or federal government agencies. Newcomers find it difficult to start their own farming businesses because of the cost of land and equipment. Most people in farming have families who have been farmers for many years. Farm management jobs, working for owners, are more plentiful. Most workers spend long hours on the job, whether they are doing the work themselves or managing others. People in this work must also be knowledgeable of business and government regulations, skilled in marketing, and in managing their money.

How can you prepare?

Occupations in this group generally require education and training from one year to more than ten years. Work experience is necessary for most jobs in this group. Growing up on a farm is good beginning preparation for many of these jobs.

Management jobs need formal training, whether in vocational agriculture courses, colleges or technical schools. Workers with training and farm experience may find jobs with farm cooperatives, corporations, and owners of large farms. Courses in horticulture, gardening, and turf management provide preparation for jobs in nurseries and landscaping firms.

For a list of organizations and agencies to contact for additional information, see *Guide to Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Foresters/Conservation Scientists	US - slower than average growth KY - balanced	KY - $33,892	Baccalaureate
Fish and Game Wardens	US - slower than average growth KY - balanced	KY - $25,917	Baccalaureate Community College

Sources:
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Plants and Animals:

General Supervision

Workers in this group supervise and work with others on farms, forests, nurseries, parks and other businesses involving plants and animals. Most jobs are in rural areas or forests, but some may be in cities and suburban areas. This group of workers includes those who inspect and treat croplands as well as those who supervise agricultural or lawn care services.

What kind of work would you do?

Your activities would depend on your job. You might:

- supervise workers in planting, cultivating, and harvesting farm crops.
- supervise workers in milking, breeding, and caring for dairy cows.
- inspect fields for the presence of insects or plant diseases.
- supervise a logging crew.

Would you like this work?

Is it important for you to:

- direct, manage, or supervise the activities of others?
- work out-of-doors?

Do you enjoy any of these activities?

- belonging to a 4-H club
- engaging in outdoor activities
- raising or caring for animals
- raising a garden
- reading farm magazines

Do you like and do well in any of these subjects?

- agricultural management
- agricultural production (farming)
- vocational agriculture
- horticulture
- animal science or husbandry

Would you work in these places?

- farms
- forests
- parks and campgrounds

What skills or abilities do you need?

To do this work, you must be able to:

- interpret instructions about work to be done, and communicate clearly to the workers you supervise.
- assign duties to workers appropriately in order to get the job done.
- demonstrate the use of tools and equipment to workers and show ways to work more efficiently.
- use basic arithmetic to keep time and production records or to prepare reports.
- work outdoors in all kinds of weather, sometimes doing work that requires strenuous activity.

What else should you consider?

Workers in this group are hired by farmers and companies operating farms. Some may work for farm service or forest products businesses. Some work for governmental agencies. Most supervisory jobs are obtained by promotion after experience. Beginners with training are hired for some jobs. Working hours depend on the job; most are eight-hour days. In some jobs such as lumbering or farm services companies, travel is necessary. Most of these jobs require considerable physical activity. Workers in this group are exposed to all types of weather conditions as well as hazards such as storms, fires, and temperature extremes.

How can you prepare?

Occupations in this group usually require education and/or training from one year to more than ten years. Supervisors must have experience on the job and be familiar with the tools and methods used by the workers they supervise. Vocational and technical courses offered by high schools and vocational schools in agriculture, horticulture, forestry, arithmetic, and record keeping are helpful for jobs in this group.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Animal Caretaker, Dog Groomer, Race Horse Groomer, Stable Attendants, Veterinary Assistants	US - faster than average growth KY - balanced	KY - $16,786	Associate

Sources:
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National Forum Foundation.

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Plants and Animals:

Animal Training and Service

Workers in this group train and care for animals of many kinds. They work in veterinary offices, pet shops, animal shelters, or testing laboratories. Some may be employed by places where animals are exhibited or used in entertainment such as zoos and circuses. Others may work at stables, kennels, race tracks, or training schools.

What kind of work would you do?

Your activities would depend on your job. You might:

- train and condition horses for racing.
- care for animals in a research laboratory.
- feed, exercise, and groom horses to protect their health and improve their appearance.
- bathe and groom pets.

Would you like this work?

Is it important for you to:

- work out of doors?
- follow established procedures requiring little change?

Do you enjoy any of these activities?

- belonging to a 4-H club
- raising and caring for animals
- training dogs or other animals to perform on command

Do you like and do well in any of these subjects?

- agricultural production (farming)
- animal science or husbandry
- vocational agriculture
- zoology

Would you work in these places?

- race tracks
- animal hospitals
- laboratories
- amusement parks or circuses

What skills or abilities do you need?

To do this work you must be able to:

- exhibit understanding of the habits and needs of the animals you care for.
- inspect the animals you care for to notice changes in their appearance or appetite which might mean they are ill.
- perform such tasks as fastening shoes to horses' hooves, or helping a veterinarian give shots to sick animals effectively.
- keep calm during emergencies.
- do the hard work needed to keep stables and other animal quarters clean, using equipment such as shovels, rakes, and high-pressure hoses.

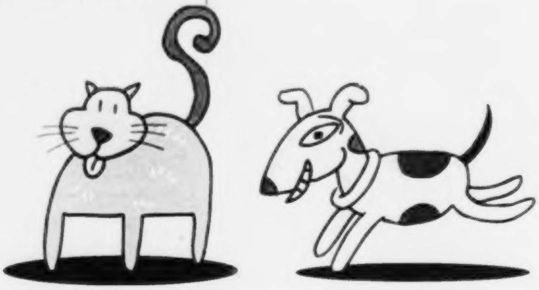
What else should you consider?

Pet shops and horse farms hire many of the workers in this group. They are also employed by veterinarians, race tracks, and boarding kennels. Some workers may have their own pet grooming businesses. Increased testing of food and drugs by government agencies will mean more people will be needed to care for laboratory animals. Increased numbers of household pets will create jobs for animal groomers, veterinary hospital helpers, and other pet caretakers. Many places hire beginners for these jobs, particularly people who have cared for animals at home or have farm experience. Most of this work is done at a fixed location on a regular schedule. Many jobs require cleaning up after animals. Physical requirements vary depending on the animals involved. Caring for mice in a testing laboratory takes less strength and activity than caring for horses at a stable.

How can you prepare?

Occupations in this group usually require education and/or training ranging from a short demonstration to more than four years. Most beginning workers are given a few simple duties and add responsibilities as they gain experience. Some high schools, technical schools, and community colleges have courses in animal care. These courses include the care of animals, basic zoology, and methods of treating sick or injured animals. Jobs in training saddle horses, guide dogs, or animal performers are given to workers who have at least six months experience in the care of animals.

For a list of organizations or agencies to contact for additional information, see *Guide for Occupational Exploration.*



National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Animal caretaker, Dog Groomers, Race horse Groomers, Stable Attendants, Veterinary Assistants	US - faster than average growth KY - balanced	KY - $16,786	Associate

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Plants and Animals:

Elemental Work

Workers in this group perform strenuous tasks with plants and animals, usually outdoors. They work with their hands, use tools and equipment, or operate machinery. They work on farms, at logging camps, in forests, or with commercial fishing businesses. In cities and towns they usually work in parks, gardens, or nurseries.

What kind of work would you do?

Your activities would depend on your job. You might:

- operate farm machinery to plant, cultivate, harvest, and store grain crops.
- use an ax and chainsaw to clear a path for trees to be felled.
- pick vegetables on a farm.
- trim branches and limbs from trees.

Would you like this work?

Is it important for you to:

- work out-of-doors?
- work in a job which requires substantial activity?
- be employed only at certain times of the year?
- use your hands or hand tools?

Do you enjoy any of these activities?

- belonging to a 4-H club
- camping, hiking, fishing, or other outdoor activities
- driving a truck and tractor to harvest crops on a farm
- hunting
- raising or caring for animals
- growing a home garden

Do you like and do well in any of these subjects?

- agricultural mechanics
- agricultural production (farming)
- animal science
- horticulture
- vocational agriculture

Would you work in these places?

- farms
- forests
- parks and campgrounds
- plant nurseries
- private homes

What skills or abilities do you need?

To do this work, you must be able to:

- work outside for long periods of time and in all kinds of weather, performing tasks that require physical strength and endurance.
- follow instructions well.
- adjust to doing routine or varied work, depending on daily business needs.
- work skillfully and quickly with your hands to do such things as picking fruit or vegetables, sawing logs, or operating tractors or mowers.

What else should you consider?

Many of the workers in this group are hired by farmers, lumber companies, and commercial fisheries. Some work for businesses that provide services for farms and private homes. Jobs in parks are operated by cities, states or the federal government. Beginners are often hired for these jobs. Workers may advance to supervisory work with experience.
Much of this work is seasonal as farms, commercial fishing areas, and groundskeeping companies often hire summer workers. You must be able to do active physical work for long hours, in all kinds of weather. Because the work is seasonal, workers in this group must look for other jobs in the "off" season.

How can you prepare?

Occupations in this group usually require education and/or training ranging from a short demonstration to more than three months. Most workers in this group learn by working on the job. Employers expect job applicants to be in good physical condition. Jobs with government agencies or in state or national parks require a civil service examination.

Vocational schools offer courses in agriculture, farm animal care, and equipment operation. This experience can be helpful in obtaining a job. Many vocational schools and training programs offer courses in landscaping, animal and dairy science, forest and fisheries management.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Horticulturists, Landscapers, and Groundskeepers	US - average growth KY - balanvced	KY - N/A	Baccalaureate Community College OJT, Technical College

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Protective:

Safety and Law Enforcement

Workers in this group are in charge of enforcing laws and regulations. Some investigate crimes, while others supervise workers who stop or arrest lawbreakers. Most of these workers are employed by federal, state, or local agencies, such as police and fire departments. Some are hired by private businesses such as factories and stores.

What kind of work would you do?

Your work activities would depend on your job. You might:

- direct the daily activities of a police force.
- coordinate the activities of a fire department.
- hire and supervise store detectives.
- investigate and arrest persons suspected of the illegal sale or use of drugs.

Would you like this work?

Is it important for you to:

- use authority to control others?
- direct, manage, or supervise the activities of others?
- have contact with the public?

Do you enjoy any of these activities?

- directing traffic at community events?
- reading detective stories and watching television detective shows?
- serving on an emergency rescue squad?

Do you like and do well in any of these subjects?

- government or political science
- law enforcement
- physical education
- psychology
- sociology

Would you work in these places?

- airports
- fire stations
- jails and reformatories
- parks and campgrounds
- streets and highways

What skills do you need?

To do this work you must be able to:

- work with laws and regulations.
- think logically to conduct investigations.
- supervise other workers.
- work in dangerous situations.
- keep physically fit.
- use guns or fire-fighting equipment.

What else should you consider?

Most jobs in this group are with federal, state or local governments. Workers usually must pass civil service tests and meet physical and personal requirements. Shift work is standard; overtime work is sometimes required. Most workers are on call at all times to respond to emergencies. Jobs can be physically demanding and dangerous, but workers are trained to handle problems in the safest way possible.

How can you prepare?

Occupations in this group usually require education and/or training from one to more than ten years. Workers must be U.S. citizens, be in good physical condition to use firearms, and undergo background investigations. knowledge of government, psychology, sociology, and law enforcement. Police departments prefer to hire people with at least a high school education or more. Federal law enforcement agencies usually require a college degree or three years of related work experience. FBI agents must have a degree plus a year of related work experience. Promotions are usually based on written examinations and job performance and are usually subject to civil service laws.

For a complete list of organizations or agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Law Enforcement Officer, Corrections Officer, Guards and Watchmen	US - slower than average growth KY - balanced	KY - $34,177	Community College

Sources:
Guide for Occupational Exploration, edited by Thomas F. Harrington, Ph.D., and Arthur J. O'Shea, Ph.D., National Forum Foundation.

Kentucky Occupational Information Coordinating Committee's *1999-2000 Kentucky Career Guide*

Protective:

Security Services

Workers in this group protect people, animals and property. They enforce laws, investigate suspicious persons and acts, prevent crime, and fight fires for federal, state and local governments. They operate in a variety of settings such as railroads, hotels, lumber yards, industrial plants, and amusement establishments. Some work on their own, acting as bodyguards or private detectives.

What kind of work would you do?

Your work activities would depend on your job. You might:

- guard money and valuables being transported by an armored car.
- patrol a section of an international border to detect persons entering the country illegally.
- guard inmates in a penal institution.
- respond to alarms to fight fires.
- patrol forests and parks to protect people and animals from danger.

Would you like this work?

Is it important for you to:

- use authority to control others?
- have day-to-day contact with the public?

Do you enjoy any of these activities?

- directing traffic at community events
- instructing family members and others in observing traffic regulations
- reading detective stories and watching television detective shows
- serving as a volunteer in the town fire department or emergency rescue squad
- target shooting

Do you like and do well in any of these subjects?

- physical education
- sociology

Would you work in these places?

- airports
- fire stations
- forests
- hotels and motels
- parks and campgrounds
- police stations
- ports and harbors
- stores
- streets and highways

What skills or abilities do you need?

To do this work you must be able to:

- apply rules and procedures which may be hard to understand.
- use reason and judgment in dealing with all kinds of people.
- think and react quickly in emergencies.
- keep physically fit.
- use guns and safety equipment skillfully.

What else should you consider?

Many of these jobs are with federal, state or local governments, but some are with companies providing guard and safety services. Others are with hotels, stores, offices and industrial plants.

Guard and safety companies usually have openings for beginners. For most government jobs, you must meet physical requirements and pass civil service tests. Some of these jobs can lead to higher level work in the same field.

Almost all of these jobs require working varying shifts, weekends, and being on call for emergencies. Many of these jobs are physically demanding and dangerous. You must be able to act quickly and wisely. Security agents often work alone with no help nearby in case of accident or injury. Many of these workers are required to buy and take care of their own uniforms. Some must be bondable and licensed to carry a gun.

How can you prepare?

Occupations in this group usually require education and/or training ranging from 30 days to more than two years. People with experience in the military, local police, or state police are often preferred. Some employers want people with a high school education or its equal.

People interested in these jobs must have good character references and no police record. Some employers require a demonstration of skill in using firearms. Written and physical tests also may be required.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Fire Fighters, Building Inspectors	US - slower than average growth KY - balanced	KY - $26,678	Technical Colleges

Sources:
Guide for Occupational Exploration, edited by Thomas F. Harrington, Ph.D., and Arthur J. O'Shea, Ph.D., National Forum Foundation.

Kentucky Occupational Information Coordinating Committee's *1999-2000 Kentucky Career Guide*

Mechanical:

Engineering

Engineers design and direct the construction of buildings, roads, sewage systems, machinery and other equipment. Engineers usually specialize in a field such as electrical, mechanical, or mining engineering. Some workers are hired in industry, by petroleum or mining companies, in construction or research. Some work for government agencies. Others work for engineering firms and obtain contracts for work from individuals or companies.

What kind of work would you do?

Depending on your job, you might:

- analyze problems in car designs.
- develop electronic and electrical circuits.
- analyze technical factors to plan ways of recovering oil.
- apply knowledge of chemistry to create new paints.
- plan and design airports and runways.

Would you like this work?

Is it important for you to:

- find new ways to do something?
- work with mathematics?
- look for and find new facts and develop ways to apply them?

Do you enjoy any of these activities?

- building model planes or cars
- building or repairing radio or television sets
- designing additions or remodeling a house
- reading automotive or mechanical design magazines

Do you like and do well in any of these subjects?

- algebra and geometry
- earth or space science
- trigonometry or calculus
- chemistry
- electricity or physics
- electronics
- surveying

Would you work in these places?

- factories or plants
- laboratories
- electric/nuclear generating plants
- mines
- oil fields
- radio and TV studios
- waterworks

What skills or abilities do you need?

To do this work you must be able to:

- use advanced mathematics.
- interpret the principles of major sciences.
- solve problems using facts and judgment.
- work on various projects and adjust to change.

What else should you consider?

Engineering jobs can usually be found in all areas of the country. Many jobs are in cities, but some are in places where there are mines or oil fields. Beginners usually work with more experienced engineers.

Experienced engineers may move to research, design, or management. Work is often in offices, factories or laboratories. Some engineers work outside or in factories. Some jobs require travel on work assignments away from home.

How can you prepare?

Engineering usually requires education and/or training from four to ten years. Most beginning engineers have a bachelor's degree in engineering. Some colleges combine three years of liberal arts with two years of engineering school. Others have a five or six year cooperative work-study program. Courses include English composition, high-level math and science courses, design graphics, computers, and social sciences. Special engineering courses are taken in the last two years of college. Engineers generally must pass a test to be licensed.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Civil Engineer, Architects, Engineers	US - average growth KY - competitive	KY - $42,997	Baccalaureate Post Baccalaureate
Electrical & Electronic Engineers	US - faster than average growth KY - balanced	KY - $49,621	Baccalaureate Post Baccalaureate
Industrial Engineer, Facility Engineers, Manufacturing Engineers	US - faster than average growth KY - balanced	KY - $50,020	Baccalaureate
Mechanical Engineer, Computer Analysts, Design Engineers, Systems Analysts	US - faster than average growth KY - balanced	KY - $46,207	Baccalaureate

Sources:
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Mechanical:

Engineering Technology

Workers in this group perform a variety of technical tasks. They make detailed drawings and work plans, prepare maps of water and land areas, operate communications equipment, inspect buildings and equipment for structural, mechanical, or electrical problems, and control production and transportation operations.

What kind of work would you do?

Your activities would depend on your job. You might:

- survey land to define boundaries.
- compile materials lists for construction projects.
- draft master drawings of automobiles.
- locate oil or mineral deposits.

Would you like this work?

Is it important for you to:

- work with machines or equipment?
- work with mathematics or statistics?

Do you enjoy any of these activities?

- building model airplanes or cars
- building additions or remodeling the interior of a house
- making sketches of machines or other mechanical equipment
- reading technical, mechanical or automotive design magazines

Do you like and do well in any of these subjects?

- algebra and geometry
- blueprint reading
- chemistry and physics
- earth science
- electricity or electronics
- heating, air condition, and refrigeration
- mechanical drawing
- trigonometry

Would you work in these places?

- airports
- business offices
- construction sites
- factories and plants
- laboratories
- mines or oil fields
- utility plants

What skills or abilities do you need?

To do this work you must be able to:

- use geometry and other kinds of higher mathematics.
- write technical reports in a clear manner.
- perform detail work with great accuracy.
- make decisions quickly using judgment and facts.

What else should you consider?

Industries and businesses hire engineering technologists as well as government agencies. Generally, there are many openings for newcomers with good training. Most government jobs require civil service tests. Additional schooling may be necessary for promotion in fields such as drafting and surveying, while promotions often are made in production planning and testing jobs without more training.

Most workers have regular daytime hours, though some may have night shifts and changing work schedules. Some jobs require much travel or may be in remote areas. In inspecting jobs, you might have to make regular visits to work sites. Many of these jobs require you to be physically active.

How can you prepare?

Work in this group usually requires education and/or training ranging from two years to more than ten years. The most common way to prepare is through post-high school courses, on-the-job training, and work experience.

Basic preparation for jobs in drafting include high school and two-year college courses in mathematics, physical sciences, industrial arts, and mechanical drawing. Technical schools or apprenticeships provide advanced training in structural design and layout.

Technicians start in routine jobs under close supervision. With experience or additional training they may advance to supervisory or engineering positions.

High school graduates with work experience in a production firm may be admitted to on-the-job training programs. High school courses in industrial arts, English, bookkeeping or accounting are useful.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration*.

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Civil Engineering Technician	US - average growth KY - balanced	KY - $28,903	Baccalaureate, Community College, Technical College
Electrical & Electronics Technician, Electrician and Engineers	US - faster than average growth KY - balanced	KY - $31,477	Career Schools Community College Military, Technical College
Mechanical Engineering Technician, Computer Analysts, Design Engineers, Systems Analysts	US - faster than average growth KY - balanced	KY - $29,107	Career Schools Community College

Sources:
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National Forum Foundation

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Mechanical:

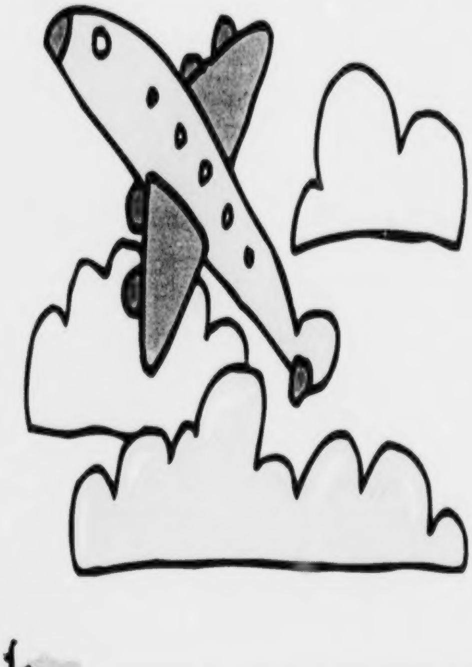
Air, Land and Water Vehicle Operation

Workers in this group drive trucks, vans or locomotives to move materials or deliver products. Some operate boats or pilot airplanes. Most jobs in this group are found in trucking companies, railroads, airlines and water transportation companies. Some plane and ship pilots work for private companies. Wholesale and retail companies hire drivers; hospitals and fire departments hire ambulance drivers to move sick and injured people.

What kind of work would you do?

Your activities would depend on your job. You might:

- drive a delivery van for a furniture store.
- pilot a commercial aircraft.
- operate a motorboat for a marina.
- drive a tractor-trailer rig.
- drive a bus on a city route.
- operate a ferry boat or barge.



Will this work suit you?

Is it important for you to:

- work with machines or equipment?
- travel frequently?

Do you enjoy any of these activities?

- driving a truck or tractor to harvest crops
- operating a model train or boat
- reading about boats, planes or automobiles
- operating a motorboat

Do you like and do well in any of these subjects?

- driver education
- auto mechanics
- mathematics
- agricultural mechanics

Would you work in these places?

- freight terminals
- ports and harbors
- airplanes and airports
- factories and plants

What skills do you need?

To do this kind of work, you must be able to:

- use techniques for controlling the vehicle, airplane or vessel.
- apply traffic laws and use good judgment in decisions.
- coordinate eyes, hands, and feet to control the vehicle, ship or plane.
- deal with different types of people.

What else should you consider?

Beginning truck drivers are more likely to be hired for local jobs than long-distance driving. Part-time and temporary driving jobs are a good way to start. Some drivers are self-employed local and long-distance haulers or accept contracts to deliver goods.

Most pilots work for commercial airlines or charter services located in and around cities with a major airport. Some pilots work for flying school, companies or government agencies. People in water transportation work for ship lines, barge lines, and harbor authorities.

Pilots work under mental stress and must be able to make decisions quickly. Ship officers and crews are away from home for long periods of time. Jobs in this group may be hazardous because of potential fires, collisions and crashes.

How can you prepare:

Work in this group requires education and/or training from 30 days, for local truck drivers, to years for pilots. Drivers and pilots must pass tests including a physical examination. Long distance drivers must take a written test on Motor Carrier Safety Regulations as well as a driving test.

Flight training is available in the military and civilian flight schools. Most airlines provide their own specialized training before assigning pilots to service. Most prefer college graduates.

Ship captains have advanced through the ranks, beginning with third mate, a position earned by completing training in a marine academy or a course offered by marine trade unions.

For a list of organizations or agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Aircraft Pilot, Commerical, Flight Engineers, Navigators	US - faster than average growth KY - competitive	KY - $62,936	Baccalaureate, Career Schools, Military
Bus Driver, Truck Driver	US - slower than average growth KY - over-supply	KY - $21,333	Career School, Military, Technical School

Sources:
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National Forum Foundation.

Kentucky Occupational Information Coordinating Committee's
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Mechanical:

Craft Technology

Workers in this group perform highly skilled machine and/or hand work requiring special training, techniques, and experience. These workers are employed in settings such as construction sites, shipyards, foundries, restaurants, woodworking shops, machine shops, and automotive garages.

What kind of work would you do?

Your activities would depend on your job. You might:

- build houses.
- prepare and cook food in a restaurant.
- plan, install, and repair electrical wiring.
- repair automobiles.
- install and operate printing equipment.
- construct and finish fine furniture.
- tailor suits and dresses.

Would you like this work?

Is it important for you to:

- use your hands or hand tools?
- work with machines or equipment?

Do you enjoy any of these activities?

- baking or decorating cakes
- repairing radios, TV sets or stereo equipment
- constructing sets for school plays
- making clothing for yourself or others
- reading technical magazines
- repairing bicycles

Do you like and do well in any of these subjects?

- woodworking
- electricity or electronics
- graphic arts
- photography
- small engine repair
- welding
- clothing and textiles
- food preparation (cooking and baking)

Would you work in these places?

- auto repair shops
- construction sites
- restaurants and other eating places
- woodworking shops

What skills or abilities do you need?

To do this work you must be able to:

- operate hand tools or machines skillfully.
- read blueprints and drawings.
- work on materials with great precision.
- figure amounts and costs of materials needed.
- visualize the finished product.

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What else should you consider?

Many jobs in this group are in high demand. Skilled workers can usually find employment anywhere or can start their own businesses. Most self-employed people have worked for someone else first. Those in construction trades can work on contract. Skilled factory workers can advance to supervisory positions in their fields. Many of these occupations are associated with craft unions. You may need to join a union to be hired. Many workers must furnish their own tools. Working hours are generally regular with some overtime. Some have evening or night shifts. Workers who enjoy the outdoors may like construction work even though it is seasonal.

How can you prepare?

Work in this group usually requires education and/or training from two years to more than ten years. A formal apprenticeship is probably the best training for the construction trades. People also acquire construction skills as helpers to skilled workers. An apprenticeship is the best way to become a general machinist. Apprentices study blueprint reading, shop math, mechanical drawing and the use of hand tools and machines. High school technical courses in these areas are helpful. Many mechanics and repairers gain their skills by assisting experienced workers. Other training sources are apprenticeships, technical schools, and the armed services. Automobile mechanics may learn their skills on the job or in formal training programs. To become a general automobile mechanic requires three or four years of experience.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration*.

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Mechanic Air Conditioning, Heating, Refrigeration	US - faster than average growth KY - balanced	KY - $26,549	Apprenticeship, Technical College
Carpenter, Drywall Installers, Roofers	US - average growth KY - competitive	KY - $24,729	Apprenticeship, Military,Technical College
Electrician, Electrical Technicians, Electronic Technicians	US - average growth KY - competitive	KY - $30,070	Apprenticeship, Military, Community College, Technical College

Sources:
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National Forum Foundation.

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Systems Operation

Workers in this group operate and maintain equipment in systems that create and distribute electricity, treat and provide water to customers, pump oil from oil fields to storage tanks, and provide telephone services. These jobs are available in utility companies, construction projects, refineries, and large apartment and condominium complexes. Jobs are also located in industrial plants and city and county governments.

What kind of work would you do?

Your activities would depend on your job. You might:

- operate equipment at an electric plant.
- control oil pumping from wells.
- operate furnaces to heat a building.
- control the equipment needed in the liquification of natural gas.
- operate water treatment equipment.

Would you like this work?

Is it important for you to:

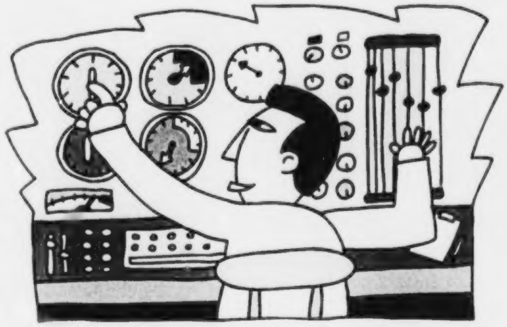
- work with machines or equipment?

Do you enjoy any of these activities?

- making electrical repairs in your home
- sketching machines and other equipment
- operating model trains
- reading mechanical magazines
- repairing plumbing in the home

Do you like and do well in any of these subjects?

- chemistry
- electricity
- electronics
- heating, air conditioning, and refrigeration
- mathematics
- physics
- plumbing
- shop



Would you work in these places?

- factories and plants
- electric power plants
- oil fields
- water treatment plants

What skills or abilities do you need?

To do this work you must be able to:

- learn how the overall system works.
- use good judgment and make decisions to keep the system operating.

- use arithmetic.
- direct others in their work.
- have good coordination of eyes, hands and fingers to operate or adjust equipment.

What else should you consider?

City and county governments operate most waterworks, power plants, and sanitary services and employ workers in this group. To get those jobs, you must pass a civil service examination. Apartment complexes, oil and gas refineries, and other plants hire many of these workers. Because these services and industries operate around the clock, evening, night shift, and weekend work is common. Some workers in this group are exposed to high temperatures, dirt, and dust. They may have to work in cramped spaces to do cleaning and repairs.

How can you prepare?

Work in this group usually requires education and/or training ranging from one year to more than ten years. High school and vocational school courses in machine shop, mechanical drawing, math, and physics are helpful. Boiler operators usually enter through apprenticeship programs lasting up to four years. Some may become operators by first working as an assistant but this usually takes longer. Oil and natural gas transmission workers usually start as helpers. Operators of generating or distributing systems for electricity usually start as manual workers, advancing after gaining experience of one to four years.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Water Treatment Plant Operator, Sanitarian, Stationary Engineer	US - average growth KY - balanced	KY - $24,349	Baccalaureate Community College

Sources:
Guide for Occupational Exploration, edited by
Thomas F. Harrington, Ph.D., and Arthur J. O'Shea, Ph.D.,
National Forum Foundation.

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Mechanical:

Material Control

Workers in this group receive, store and ship materials and products. Some estimate and order needed materials. Others plan and control the flow of materials to places in the plant where they are to be used. Most keep records on materials. Workers find jobs in plants, factories, transportation companies, government agencies, stores, hotels, restaurants, hospitals and laundries.

What kind of work would you do?

Your activities would depend on your job. You might:

- weigh a truck loaded with grain and compute the weight and charges.
- count, sort or weigh articles in a shipment to check the accuracy of invoices.
- check inventory records of a retail store against the actual count of items.
- fill out receiving forms on incoming items or complete delivery tickets on outgoing items.
- keep up with the progress of orders in a factory and write a report.
- receive, store and issue merchandise.

Would you like this work?

Is it important for you to:

- follow established procedures requiring little change?

Do you like and do well in any of these subjects?

- bookkeeping
- mathematics
- science
- shop
- typing

Would you work in these places?

- construction sites
- forests
- oil fields
- factories
- stores
- restaurants
- hotels
- hospitals

What skills or abilities do you need?

To do this work you must be able to:

- use arithmetic to keep records, take inventory, estimate quantities or schedule the flow of materials through the plant.
- keep accurate records.
- be physically able to lift and move materials
- be able to see and understand small print and figures in catalogs, on shipping or receiving tickets and on invoices.

What else should you consider?

People in this group are hired by factories and warehouses; others work in places such as stores, hospitals, libraries and laundries. Beginners are hired for many of the jobs. With experience, some of these workers can be promoted to supervisory jobs. While most of these jobs are on eight hour day shifts, some work evenings or night shifts. Some workers must lift heavy objects. Most of this work is indoors.

How can you prepare?

Work in this group requires education and/or training from a short demonstration to more than two years. Workers need good basic reading, writing and mathematics skills. On-the-job training is generally used to teach workers procedures used in each job. Complicated tasks calling for judgment or greater responsibility are assigned to more experienced workers.

Certain jobs require the knowledge of the use and care of tools and machines. For these jobs one year of shop experience is helpful.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration*.

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Freight & Material Handler, Dock Worker, Warehouseman	US - average growth KY - competitive	KY - $22,975	Military, OJT

Sources:
Guide for Occupational Exploration, edited by
Thomas F. Harrington, Ph.D., and Arthur J. O'Shea, Ph.D.,
National Forum Foundation.

Kentucky Occupational Information Coordinating Committee's
1999-2000 Kentucky Career Guide

Mechanical:

Crafts

Workers in this group use hands and hand tools with skill to make, install, and repair materials, products and structural parts. They follow set procedures and techniques. Jobs may be found in factories and in such places as repair shops, garages, stores and hotels. Some may work on construction projects; others work with utilities such as telephone and power systems.

What kind of work would you do?

Your activities would depend on your job. You might:

- take apart small appliances to repair broken parts.
- repair or adjust electric or gas appliances.
- repair and adjust radios, televisions, and stereo sets.
- prepare foods in a restaurant.
- install mufflers or brakes on automobiles and trucks.
- paint houses.

Would you like this work?

Is it important for you to:

- use your hands or tools?
- work with machines or equipment?
- work out-of-doors?
- work in a job that requires much physical activity?

Do you enjoy any of these activities?

- baking and decorating cakes
- repairing radio, television, or stereos
- cooking for community events
- painting furniture or rooms in a house
- repairing household appliances
- repairing bicycles

Do you like and do well in any of these subjects?

- agricultural mechanics
- auto mechanics
- blueprint reading
- carpentry
- electricity or electronics
- food preparation
- heating and air conditioning
- machine shop
- mathematics
- radio and tv repair
- small engine repair
- welding

Would you work in these places?

- airplanes
- auto service stations
- construction sites
- factories
- mines
- restaurants and hotels
- theaters

What skills or abilities do you need?

To do this work you must be able to:

- use blueprints correctly.
- measure precisely.
- visualize how a finished product will look.
- use arithmetic to measure, figure needed materials and inspect the product.
- lift and move materials and products.
- work outdoors in all kinds of weather.

What else should you consider?

Some jobs in this group are found in every town and city. Others are available only where certain industries are found. Many workers in this group work in factories. Others find jobs in mines, quarries, or construction projects. Many work in kitchens of restaurants and hotels. Beginners with training are often hired in these jobs to work full or part-time. Schedules for work may vary. Factories and hospitals have rotating shifts. Heavy lifting, oven heat and long hours of standing and walking are common to most cooking jobs. Some equipment repairs are made in a shop, others in offices or homes. Dirt, dust and grease can make unpleasant working conditions.

How can you prepare?

Work in this group requires education and/or training from three months to more than four years. For some occupations, on-the-job training is sufficient. Electronic repairs require special training. Technical classes in electricity, electronics, mathematics, and blueprint reading are useful. Apprenticeships are sometimes available. Many cooks start as kitchen helpers to gain experience and on-the-job training. Training in food preparation is helpful. It takes several years of training and experience to become a chef in a large restaurant.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Cook/Chef, Bakers	US - faster than average growth KY - balanced	KY - $14,392	Career Schools, Military, Technical College
Telephone & Cable TV Installer/Repairer	US - slower than average growth KY - balanced	KY - $31,212	Apprenticeship, Military, Technical College

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National Forum Foundation.

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Mechanical:

Equipment Operation

Workers in this group operate heavy equipment and machines in construction work, highway maintenance, mining, oil production, water transportation and materials movement.

What kind of work would you do?

Your activities would depend on your job. You might:

- operate a bulldozer at a construction site.
- drive a truck carrying concrete mix.
- operate a crane to move structural steel beams.
- set up and operate a machine to bore blasting holes in a quarry.
- drive a tractor to load and stack logs at a lumber camp.

Would you like this work?

Is it important for you to:

- work with equipment or machines?
- work out-of-doors?
- work in a job requiring much physical activity?
- be employed only at certain times of the year?

Do you enjoy any of these activities?

- driving a tractor or truck to harvest crops
- mowing the yard with a riding lawn mower
- reading mechanical or automotive design magazines
- serving as a volunteer bus driver for an organization

Do you like and do well in any of these subjects?

- arithmetic
- agriculture
- driver education
- earth science
- physical science
- shop

Would you work in these places?

- construction sites
- forests
- freight terminals
- mines
- oil fields
- quarries
- streets and highways

What skills or abilities do you need?

To do this kind of work you must be able to:

- operate equipment following directions in work orders, signals or oral instructions.
- tolerate the noise and vibration of heavy equipment.
- coordinate eyes, hands and feet to control movement of equipment.
- estimate distances accurately.

What else should you consider?

All kinds of businesses hire these workers. Hours and salary depend on union scales in most jobs. The number of job openings usually depends on the weather, the season and the amount of construction underway in communities. Experienced workers can advance to supervisory work without additional schooling.

Machinery operators and drivers usually work out of doors in noisy and dusty conditions. People in oil production and highway construction sometimes must travel long distances to work sites. They sometimes live in trailers at the project for weeks or months. Some workers are self-employed and move from project to project.

How can you prepare?

Workers in this group generally require education and/or training from 30 days to more than two years. People who can operate several types of equipment usually have more job opportunities. The best way to prepare for this job is to participate in a three-year apprenticeship. Apprentices receive instruction in such skills as welding, hydraulics and engine operation, and are supervised by experienced workers. Shorter training courses are offered by heavy equipment manufacturers. To qualify for an apprenticeship, workers must be U.S. citizens, have a high school diploma or its equal, and pass a physical fitness test.

Some machine tenders are hired immediately after high school if they have taken automobile mechanics and machine shop classes. Some are promoted from manual jobs in a company. Many of these workers belong to a union. Workers with leadership skills may become supervisors. Some workers start their own businesses such as construction firms or equipment rental agencies.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Millwright, Machinist, Maintenance Repairs	US - slower than average growth KY - competitive	KY - $33,687	Apprenticeship
Truck Driver/Heavy (L/C), Bus Driver, Freight Handler	US - average growth KY - competitive	KY - $26,977	Career School, Military, Technical College

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National Forum Foundation.

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Mechanical:

Elemental Work

Workers in this group perform different tasks requiring little skill, such as moving materials, cleaning work areas, operating simple machines and helping other workers. Most of these jobs are in non-factory settings.

What kind of work would you do?

Your activities would depend on your job. You might:

- load logs on a truck at a logging camp and signal the driver to move them.
- clean tanks and filters at a water treatment plant.
- grease parts of automobiles or trucks.
- use brooms and vacuums to clean work areas of a factory or office building.
- carry brick and mortar to bricklayers constructing a building.

Would you like this work?

Is it important for you to:

- use your hands or hand tools?
- work with machines or equipment?
- work out of doors?
- work in a job requiring much physical activity?
- be employed only part of the year?

Do you enjoy any of these activities?

- baking or decorating cakes
- remodeling the interior of a house
- constructing stage sets for school plays
- doing electrical wiring and repairs in the home
- repairing or washing family cars
- repairing small appliances

Do you like and do well in any of these subjects?

- auto body repair
- auto mechanics
- carpentry or woodworking
- electricity
- food preparation
- heating, air conditioning, and refrigeration
- welding

What skills or abilities do you need?

To do this work you must be able to:

- use your hands to lift, carry or pull heavy objects.

- understand and follow simple instructions.
- work outdoors in all kinds of weather.
- learn simple procedures.
- perform the same task repeatedly.

What else should you consider?

Workers in this group find jobs in many kinds of businesses, from restaurants to manufacturing plants. Some find jobs in mining areas or in logging camps found only in certain parts of the country. Beginners are usually hired for these jobs. With experience, some workers are promoted to supervisory work. If you are helping a skilled worker, you may learn a trade from that person. Those with a high school diploma or the equal may qualify for an apprenticeship leading to more skilled jobs. Evening, night shifts and overtime work are common in this group. Some of these jobs are hot or dirty. Others are done outdoors, in all kinds of weather. Bad weather can cause periods of unemployment for construction workers. Workers often must wear safety gear such as hard hats and goggles to protect themselves from hazards such as falling objects and exposure to dangerous chemicals or sparks. Because of the physical labor involved in some of these jobs, a physical examination is often required for applicants.

How can you prepare?

Work in this group generally requires education and/or training from a short demonstration to more than three months. The most important qualification is the physical ability and stamina of the applicant. Many of these jobs are available through union hiring halls.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Freight & materials handler	US - average growth KY - competitive	KY -$22,975	Military, OJT
Waiter, Waitress, Bartender, Bus Persons, Counter Attendants	US - average growth KY - over-supply	KY - $11,871	OJT

Sources:
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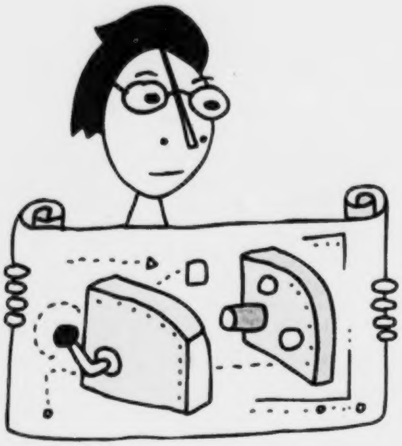
Production Technology

Workers in this group use their skill and knowledge of machines and processes to perform one or more demanding or complex activities. Some put together machines for others to use or set up and perform several different machine operations on their own. Some workers do precision work with their hands; some teach others or oversee the use of machines, processes and techniques.



What kind of work would you do?

Your activities would depend on your job. You might:

- erect a loom for weaving patterns in cloth.
- use measuring devices to inspect computer parts to find defects in the production process.
- set up production machines and check to see that they are operating properly.
- set up and run a metal-cutting lathe.
- hand polish optical lenses.

Would you like this work?

Is it important for you to:

- direct, manage, or supervise the activities of others?
- use your hands or hand tools?
- work with machines or equipment?

Do you enjoy any of these activities?

- repairing radio or television sets
- doing electrical wiring in the home
- making drawings of mechanical devices
- reading about mechanical or technological developments
- repairing cars or bicycles

Do you like and do well in any of these subjects?

- clothing and textiles
- auto mechanics
- electricity or electronics
- machine shop
- math
- radio or tv repair
- small appliance or engine repair
- welding

Would you work in these places?

- business offices
- plants and factories
- quarries

What skills or abilities do you need?

To do this work you must be able to:

- read and comprehend blueprints and diagrams giving instructions on setting up and adjusting machines and equipment.
- use coordinated eye, hand and finger movement to operate precision instruments.
- plan schedules and keep production records.
- be able to see small differences in shape, size and texture of products.
- instruct others how to operate a machine.
- direct and plan the work of other workers.
- inspect complex electrical systems by using diagrams and blueprints.

What else should you consider?

All kinds of plants and factories hire workers from this group. Some of these workers are paid on a piece rate; others are paid hourly wages. Working conditions in factories may vary considerably. Some are well ventilated and lighted; working around machinery may be hazardous or noisy.

How can you prepare?

Occupations in this group usually require education or training from one year to more than ten years. Most of these jobs require math and shop courses. Some workers start with formal apprenticeships; others get on-the-job training. Supervisory jobs usually come through promotion after experience and a high level of skill has been developed. Machine operators may advance to become inspectors.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Electromechanical equipment assembler	US - slower than average growth KY - oversupply	KY - N/A	OJT, Apprenticeship

Sources:
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National Forum Foundation.

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Industrial:

Production Work

Workers in this group do skilled hand or machine work to make or repair products or process materials in a factory setting.

What kind of work would you do?

Your activities would depend on your job. You might:

- set up and operate a machine that bottles distilled water.
- assemble circuit boards for computers.
- use power screw drivers to install automobile doors.
- assemble microwave ovens in a factory.
- operate an industrial sewing machine to make pants.
- supervise marking and cutting in a garment factory.
- operate a mixing machine to make bread.

Would you like this work?

Is it important to you to:

- direct or supervise the activities of others?
- use your hands or hand tools?
- work with machines or equipment?
- follow established procedures requiring little change?

Do you enjoy any of these activities?

- baking or decorating cakes
- constructing furniture
- repairing radios or television sets
- cooking large amounts of food for an event
- doing electrical wiring and repairs in the home
- making belts or other leather objects
- refinishing furniture
- repairing plumbing
- sewing for yourself or family members

Do you like and do well in any of these subjects?

- clothing and textiles
- food preparation
- machine sewing
- chemistry
- carpentry/woodworking
- electricity
- machine shop
- mathematics
- physical science
- radio and tv repair
- small engine and appliance repair
- welding

Would you work in these places?

- dry cleaners
- factories and plants
- laundries

What skills or abilities do you need?

To do this work you must be able to:

- read and follow instructions to assemble and adjust equipment.
- use eyes, hands and fingers to adjust controls on machines.
- apply math skills to measure, calculate and keep records.

- differentiate items by shape, size and texture.
- work according to standards and guidelines.
- supervise others in their work.

What else should you consider?

This work is available in many kinds of plants and factories, and in places such as tanneries, textile mills and refineries.

You may have to work evenings or overtime in some of these jobs. You may be paid partly on the basis of piece work. You would get a certain guaranteed amount per hour and additional pay depending on the number of items you produce. Many sewing machine operators and hand assemblers are paid in this manner.

Workers in this group generally use set work procedures, and their activities are repetitive and seldom change over time. Some factories have comfortable, well-ventilated working areas. Work around machinery may be dangerous and noisy. Experienced workers may advance to become inspectors and supervisors.

How can you prepare?

Occupations in this group generally require education and/or training from three months to more than four years. Machine shop courses would be helpful for jobs in this group. General math would be helpful in some jobs. Most workers are trained on the job although there are some apprenticeship programs.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration*.

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Plumbers, Pipefitters, and Steam Fitters	US - average growth KY - under-supply	KY - $32,087	Apprenticeship, Technical College

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Elemental Work

Workers in this group use their hands, tools, machines and equipment to create products or process materials. Many help more skilled workers.

What kind of work would you do?

Your activities would depend on your job. You might:

- operate a cutting machine in a sewing factory.
- work on an automobile assembly line.
- operate a fork-lift to move pallets of parts.
- tend a sorting machine in a cannery.
- cover and seal products with shrink wrap.
- operate a dry cleaning machine at a commercial cleaners.

Would you like this work?

Is it important for you to:

- direct or supervise the activities of others?
- use your hands or hand tools?
- work with machines?
- work in a job needing much physical activity?
- have set procedures to follow at work?

Do you enjoy any of these activities?

- cooking meals for your family or community events
- building or refinishing furniture
- making belts or other leather articles
- mounting or framing pictures
- painting the interior or exterior of a house
- repairing family cars or bicycles
- repairing electrical appliances

Do you like and do well in any of these subjects?

- carpentry or woodworking
- clothing or textiles
- driver education
- food preparation
- sewing
- mathematics
- small appliance repair
- welding

Would you work in these places?

- dry cleaners
- factories and plants
- warehouses
- stores

What skills or abilities do you need?

To do this work you must be able to:

- follow instructions carefully.
- do the same thing over and over.
- move and lift heavy objects.
- follow safety rules when working around machinery.

What else should you consider?

Most workers in this group work in factories, plants, or warehouses. In some jobs, you might have to work evening or night shifts or overtime. Most of these jobs are open to beginning workers with no experience. Many of the jobs can be learned in a few days. Some people continue to do these jobs for long periods; others are promoted to better-paying skilled jobs. Most of these jobs are very routine and follow set procedures. Workers operating hazardous equipment must follow safety rules.

How can you prepare?

Occupations in this group require education or training ranging from a short demonstration to about three months. Little or no specialized training is needed for these jobs. On-the-job training is usually provided when a person is hired, and when new tasks are added. Industrial arts or shop classes give useful background for these jobs.

For a list or organizations and agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Machine Assembler	US - slower than average growth		Technical School
	KY - competitive	KY - $28,000	

Sources:
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Business Detail:

Administrative Detail

Workers in this group do high-level clerical work requiring special knowledge and skills. They help to manage using established procedures as guidelines. They work in offices of businesses, industries, courts and government agencies, as well as professions such as medicine and law.

What kind of work would you do?

Your activities would depend on your job. You might:

- oversee clerical workers in an office.
- interview people applying for food stamps.
- maintain records of livestock sales.
- prepare agendas for school board meetings.
- search records to clear property titles.
- use legal or medical terms to do correspondence or records.

Would you like this work?

Is it important for you to:

- have frequent contact with the public?
- work with mathematics or statistics?

Do you enjoy any of these activities?

- balancing checkbooks for yourself or others in your family
- budgeting the family income
- serving as an officer of an organization

Do you like and do well in any of these subjects?

- accounting
- arithmetic
- bookkeeping
- business administration
- business finance or mathematics
- business law
- economics
- English
- general clerical training
- office machines
- speech

Would you work in these places?

- business offices
- schools or colleges
- courthouses or attorneys' offices
- doctors' or dentists' offices
- hospitals or nursing homes

What skills or abilities do you need?

To do this work you must be able to:

- evaluate logically and use good personal judgment to perform complex office tasks needing special skills and knowledge.
- make decisions based on good judgment and company policy.
- follow instructions independently.
- speak and write clearly.
- organize your own work and that of other workers.

- get along with people.
- change work activities frequently.

What else should you consider?

Trained beginners are usually hired for many jobs in this group. Higher level jobs, such as managing an office, are obtained through promotions. Civil service tests are often required for state, local, or federal government jobs. Most of these jobs are done during regular business hours. Sometimes meetings or deadlines may require overtime or weekend work. Some workers have very responsible positions, sometimes dealing with confidential information. Workers in small offices generally carry out a variety of tasks. Working conditions are usually pleasant, often in comfortable offices.

How can you prepare?

Occupations in this group generally require education or training ranging from six months to more than four years. People who have a good working knowledge of English, grammar, spelling, and basic math can qualify for beginning jobs in this group. Much of the training is on the job. Some may need special training such as word processing, legal stenography, or business management.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Medical/Clinical Laboratory Technologists/Technicians	US - faster than average growth KY - balanced	KY - Technologists $32,679 Technicians $24,778	Baccalaureate, Community College, Technical College
Secretary, Legal, Medical, Receptionists, Typists	US - average growth KY - competitie	KY - $20,800	Career Schools, Community College Technical College

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Business Detail:

Mathematical/Financial Detail

Workers in this group use basic arithmetic as they meet and deal with the public. They may collect, organize, compute and record numerical information used in business and financial transactions. They use math, clerical skills and machines as they keep records, talk to customers, answer questions and supervise others. They work in accounting firms, finance companies, governmental agencies and businesses. Others work where money is paid to, or received from, the public including banks, groceries, and ticket booths.

What kind of work would you do?

Your activities would depend on your job. You might:

- use a calculator to calculate wages for a payroll.
- figure the cost of materials and labor for production records.
- check credit-card data to keep customer accounts.
- operate a cash register at a store, receiving money and making change.
- keep records of the money received or paid to a bank.

Will this work suit you?

Is it important for you to:

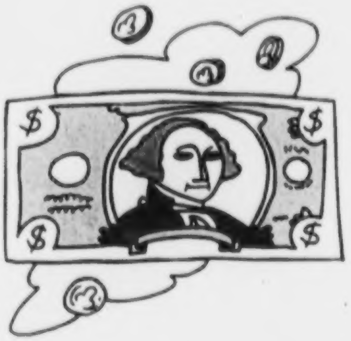
- work with mathematics or statistics?
- follow established procedures requiring little change?

Do you enjoy any of these activities?

- balancing checkbooks for yourself or family members
- budgeting the family income
- figuring income and expenses for a club

Do you like and do well in any of these subjects?

- arithmetic
- accounting
- bookkeeping
- data processing
- general clerical training
- economics



Would you work in these places?

- business offices
- factories
- hospitals
- restaurants
- stores

What skills or abilities do you need?

To do this work you must be able to:

- figure cost and make change.
- compute and record numbers accurately.
- follow directions for record-keeping procedures.
- complete routine and detailed tasks.
- make decisions based on verifiable information.

What else should you consider?

Most jobs in this group are found in business offices. Many find positions in banks, insurance and savings and loan companies. Workers who handle money may have to be bonded to protect employers against dishonest activities. Trained beginners are often hired for these jobs. Experience may lead to supervisory or management positions.

How can you prepare?

Occupations in this group require education from a short demonstration to more than two years. People with basic math skills can enter many of the jobs in this group. Some types of work may be learned on the job, others require more formal business training. Such training is available in high schools, business schools and government programs.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration*.

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Tellers, Cashiers, New Accounts Clerk	US - slower than average growth KY - competitive	KY - $15,985	Career Schools
Travel Agents, Ticket Agents, Transportation Agents	US - faster than average growth KY - competitive	KY - $21,472	Career Schools, CommunityCollege

Sources:
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National Forum Foundation.

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Business Detail:

Oral Communications

Workers in this group talk with people — whether in person, on the telephone or using other communication equipment — to give or receive information. Some talk only with other company workers; others communicate with the public. Many keep a record of the calls they receive or do other clerical duties. Businesses, schools, hospitals and government agencies hire these workers for offices, reception areas and other places where information must be exchanged.

What kind of work would you do?

Your activities would depend on your job. You might:

- interview people for a survey or census.
- give information to travelers.
- register guests at a hotel and assign rooms.
- greet people coming into an office and direct them to the appropriate area.
- operate a telephone switchboard, taking and routing messages.
- interview people wanting to establish utility services.

Will this work suit you?

Is it important for you to:

- have day-to-day contact with the public?
- follow established procedures needing little change?

Do you enjoy any of these activities?

- campaigning for class officers or issues
- doing public speaking
- operating a CB or ham radio
- selling advertising for a school newspaper
- recruiting volunteers for a community project

Do you like and do well in any of these subjects?

- communications
- electricity or electronics
- English
- foreign languages
- general clerical training
- speech

Would you work in these places?

- airports
- business offices
- fire stations
- hospitals
- hotels and motels
- utility companies
- park lodges and campgrounds
- police stations

What skills or abilities do you need?

To do this work you must be able to:

- speak clearly and listen carefully.
- communicate information based on judgment and knowledge to people.

- talk easily with many different kinds of people.
- change quickly from one activity to another, such as typing to interviewing.
- coordinate eye, hand and finger movements accurately to operate a switchboard or computer.

What else should you consider?

The jobs in this group, all office jobs, can be found in a variety of places, such as hotels, business offices, factories, police and fire stations, airports and bus terminals. These jobs need little experience and untrained people may be hired for them. Many of these jobs are with local, state or federal governmental agencies and some may require civil service examinations. Some workers in places such as airports and hospitals may have to work rotating shifts. Workers who have to ask personal questions may encounter resistance. Temporary jobs, particularly in the summer may be possible in many vacation or resort areas. If you are interested in these jobs, apply as early in the year as possible.

How can you prepare?

Occupations in this group usually require education or training from 30 days to more than four years. People entering these jobs usually like to talk to people and have a good vocabulary. Some jobs also require clerical skills such as typing. On-the-job training is usually provided. While many of these jobs can be obtained with a high school education, those with more education have a better chance for advancement.

For a list of organizations or agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Dispatcher, Air Traffic Controller, Telecommunications Operator	US - average growth KY - over-supply	KY - $19,000	OJT, Military
Receptionist	US - slower than average growth KY - over-supply	KY - $19,719	Career Schools, Community College Technical College

Sources:
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Business Detail:

Records Processing

Workers in this group prepare, check, file, give out and coordinate recorded information. They check records and schedules to make sure they are correct. They may set work schedules for people and schedule the use of equipment. Jobs in this group are found in institutions, businesses and governmental agencies.

What kind of work would you do?

Your activities would depend on your job. You might:

- schedule routes for drivers to pick up items.
- file letters, invoices, and other records.
- sort and deliver mail.
- open and sort incoming mail and packages.
- proofread copy and mark errors for a newspaper company.
- transcribe dictation and type letters.
- keep a record of the volume and income from advertising.
- assemble, check and file medical records.
- regularly update employee records.

Will this work suit you?

Is it important for you to:

- follow routine procedures requiring little change?

Do you enjoy any of these activities?

- preparing and addressing letters for an organization
- helping friends and relatives balance checkbooks
- proofreading the school newspaper
- serving as secretary or treasurer of a club or other organization

Do you like and do well in any of these subjects?

- data processing
- English
- general clerical training
- mathematics
- office practices
- typing

Would you work in these places?

- business offices
- airports or train stations
- hospitals or clinics
- courthouses or jails
- newspapers
- stores
- travel agencies

What skills or abilities do you need?

To do this work you must be able to:

- apply special procedures for record keeping.
- locate errors in recorded information.
- schedule the activities of others.
- carry out routine job assignments promptly and accurately

What else should you consider?

Many jobs in this group, such as typists and file clerks are located in almost every office and in towns and cities of every size. Others, such as dispatchers, reservation clerks, and proofreaders, are found only in specific kinds of businesses. Government jobs in this group usually require eligibility examinations. Beginners are often hired for these jobs. Good typing skills will improve your chances of being hired for some of these jobs. For others, math and reading skills are more important. Many times people are promoted to higher-level jobs from these positions. Most of this work is done during a regular eight-hour day. Establishments such as airlines, railroads, shipping companies and warehouses may require evening or night shifts. Part-time employment is often available. Most of these jobs are in comfortable surroundings, although some, such as those with the Post Office or travel agencies, require getting out of the office or traveling away from home.

How can you prepare?

Occupations in this group generally require education and training from 30 days to more than a year. A high school education or its equivalent is generally required. A good understanding of language skills such as punctuation, grammar, and spelling. General business or clerical courses are useful. Many employers give on-the-job training from demonstrations to a year-long program. At times those applying for jobs are tested to determine their ability to do or learn to do the tasks required.

For a list of organizations or agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Medical Records Technician	US - faster than average growth KY - competitive	KY -$19,319	Baccalaureate, Career School, Technical School

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Business Detail:

Clerical Work

Workers in this group perform clerical duties ranging from those of a routine nature to tasks requiring skill to operate equipment to record and process data. They may file, sort and deliver items or use machines to type, print, compute, send and receive information.

What kind of work would you do?

Your activities would depend on your job. You might:

- prepare packages for shipping.
- file correspondence.
- enter data on a computer terminal.
- transmit letters by Fax machine.
- prepare invoices and statements using a computer program.

Would you like this work?

Is it important for you to:

- follow routines which seldom change?
- work with equipment or machines?

Do you enjoy any of these activities?

- addressing letters for an organization
- operating a copying machine in an office
- serving as secretary or treasurer for a club
- balancing checkbooks for yourself or family members

Do you like and do well in any of these subjects?

- bookkeeping
- data or word processing
- office practices

Would you work in these places?

- business offices
- factories
- hospitals and clinics

What skills or abilities do you need?

To do this work you must be able to:

- use good eye-hand coordination to operate a business machine.
- produce accurate, speedy work.
- perform tasks repeatedly.

What else should you consider?

This work can be found in business' offices, industries, medical clinics and other places. If you can use a word processor and file, you can usually find one of these jobs. Your chances improve if you know how to use office equipment. Most work is done during regular business hours. Some situations require evening, night or over-time work. Part-time and temporary work is frequently available and may lead to permanent employment. Most advancement comes from promotion within. Supervisors need skill in working with people since they will train new workers, interview and assign new workers to jobs.

How can you prepare?

Occupations in this group usually require education and/or training from three months to more than two years. A high school education, or more, is usually required by employers. Good English and basic math skills are needed for many of these jobs. Attending a business school can be a big advantage.

For a list of organizations or agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Clerk, General Office	US - slower than average growth KY - over-supply	KY - $16,802	Career Schools, Military
Computer Operators, Computer Programmers, Data Entry Operators	US - faster than average KY - over-supply	Ky - $21,696	Career Schools, Military
Data Entry Equipment Keyer, Office Machine Operator, Typist	US - slower than average KY - over-supply	KY - $17,372	Career Schools, Military

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Selling:

Sales Technology

Workers in this group sell products such as pharmaceuticals, industrial machinery, computer equipment and services such as insurance and advertising. They offer advice to customers about the features and uses of their products and services, and help customers decide what best fits their needs.

These workers may be employed by manufacturers, wholesalers, insurance agencies, and financial institutions. Other workers included in this group are those who buy materials, products, and securities for resale. Some workers in this group are self-employed.

What kind of work would you do?

Your activities would depend on your job. You might:

- call on road contractors to sell road-building equipment.
- call on retail stores to sell them newspaper or television advertising.
- call on and advise customers about computer equipment.
- advise people about the kind of life insurance they need.
- sell pharmaceutical drugs to doctors, dentists and pharmacies.
- sell telecommunication systems to businesses.

Would you like this work?

Is it important for you to:

- persuade others to make certain business decisions?
- have day-to-day contact with the public?

Do you enjoy any of these activities?

- buying quantities of food or products for an organization
- doing public speaking
- planning and selling advertising for a school newspaper
- reading business magazines
- recruiting new members for a club

Do you like and do well in any of these subjects?

- accounting
- business law
- economics
- English
- mathematics
- sales
- speech
- psychology

Would you work in these places?

- business offices
- factories
- from a home office

What skills or abilities do you need?

To do this work you must be able to:

- apply the principles of science, electronics, economics or other fields related to the products you sell.
- organize your work to make the best use of your time.
- communicate well with potential customers, and be able to discuss the benefits of the product or service you are selling.
- use math to compute the mark-up on

products or the cost of purchase and installation of machinery or equipment.

- maintain interest in meetings with buyers or sellers.
- keep accurate records of contacts, purchases, and sales.

What else should you consider?

Many of these jobs require frequent travel, sometimes overnight. Some workers may be on the road as long as a week at a time. These jobs entail meeting new people and often working under pressure, making decisions which affect sales or major investments of money. Some workers receive a salary, others get a salary and commission. Still others may receive only a commission, based on a percentage of the sales.

How can you prepare?

Occupations in this group need education or training ranging from six months to more than ten years. Many people prepare with a two or four-year degree with a major in business administration, marketing, or similar field. Workers often benefit from a knowledge of accounting, psychology, composition, business law, speech, and economics. For jobs in technical sales, a degree in a field like engineering or one of the sciences may be helpful. Workers sometimes advance after gaining other sales experience. Some employers want to hire experienced sales people who have some scientific education. Companies often give their employees on-the-job training to explain company products or policies. Insurance companies, financial institutions, brokerage firms and equipment manufacturers often send employees to training centers for extensive training.

For a list of organizations or agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Real Estate Brokers, Sales Agents Insurance Agents, Sales Representatives	US - average growth KY - competitive	KY - $27,218	Baccalaureate Career Schools Community College

Sources:
Guide for Occupational Exploration, edited by
Thomas F. Harrington, Ph.D., and Arthur J. O'Shea, Ph.D.,
National Forum Foundation.

Kentucky Occupational Information Coordinating Committee's
1999-2000 Kentucky Career Guide

General Sales

Workers in this group sell, demonstrate and take orders for products and services. They work for retail and wholesale businesses, manufacturing companies and business services. Some work in one location such as a store. Others are in outside sales calling on customers to make sales or to follow up on earlier contacts.

What kind of work would you do?

Your activities would depend on your job. You might:

- demonstrate and sell major household appliances.
- represent a supplier selling items to an office products company.
- sell classified newspaper advertising, by phone.
- drive a truck on a route for a distributor.
- train, organize and assign a sales staff in a department.
- sell automobiles at an auto auction to the highest bidder.

Would you like this work?

Is it important for you to:

- persuade others to make certain decisions?
- have daily contact with customers?
- travel regularly?

Do you enjoy any of these activities?

- doing public speaking or debating
- campaigning for student government officers
- help recruit members for an organization
- read business magazines and newspapers
- selling advertising in a school newspaper
- raise funds for an organization

Do you like and do well in any of these subjects?

- communications
- driver education
- marketing/merchandising
- speech

Would you work in these places?

- business offices
- trade show exhibits
- automobile agencies
- retail stores

What skills or abilities do you need?

To do this work you must be able to:

- describe company policies about payment plans, financing, and service contracts.
- use arithmetic to figure the cost of items, complete order forms and determine time purchase contracts.
- treat customers with honesty and respect.
- help customers make choices based on their needs.

What else should you consider?

Many sales workers are employed by retail stores. Others work for distributors or dealerships such as automobile agencies. Some sell services for freight lines and travel agencies.

Many retail stores hire part-time temporary workers, particularly for evenings, weekends and busy business seasons. Some people in sales are self-employed after gaining experience working for others. Manufacturers' representatives are generally self-employed. People engaged in direct selling, door-to-door, are usually self-employed. They may have sales quotas set for them but they are otherwise independent.

Many sales people earn a salary, regardless of their sales. Others may receive some commission, based on sales figures, while still others are on straight commission. Those workers have the greatest risk, but also generally the chance of the greater reward of high income. Travel is frequently necessary. Workers may drive company cars or be reimbursed for the use of their own cars. Some sales people service a large territory and travel on overnight trips.

How can you prepare?

Occupations in this group require education ranging from three months to more than two years. Employers usually want workers to have at least a high school diploma or its equivalent. Some types of businesses may require a college degree. A good understanding of math, English, selling and retailing is important. Many high schools and community colleges offer courses in these fields. Part-time sales experience is helpful in preparing for this work.

Information about company policies and products is usually given in on-the-job training. Workers may need special skills such as the ability to drive a delivery van or to use or make minor repairs to certain equipment. Advancement may come through promotion to a supervisory position after experience.

For a list of organizations or agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Sales Representative, Merchandisers	US - faster than average growth KY - competitive	KY - $32,972	OJT

Sources:
Guide for Occupational Exploration, edited by
Thomas F. Harrington, Ph.D., and Arthur J. O'Shea, Ph.D.,
National Forum Foundation.

Kentucky Occupational Information Coordinating Committee's
1999-2000 Kentucky Career Guide

Accommodating:

Hospitality Services

Workers in this group help travelers and visitors become familiar with and feel comfortable in a new setting. They provide guide services and may organize and run social activities. They may also be responsible for the comfort and safety of travelers. These workers may be employed with air, rail, and cruise line companies, convention centers and resorts, museums, and related establishments.

What kind of work would you do?

Your activities would depend on your job. You might:

- guide groups on tours of a museum.
- supervise activities on a cruise ship.
- plan and guide travel tours.
- plan social activities at a convention center.
- serve beverages and meals on airplanes.
- conduct tours of historical buildings.
- arrange and conduct tours for a tour company.

Would you like this work?

Is it important for you to:

- have daily contact with the public?
- use your imagination to find interesting or new ways to express something?

Do you enjoy any of these activities?

- announcing a talent show or other event
- entertaining family or friends
- supervising children at an after-school center
- waiting on tables at banquets

Do you like and do well in any of these subjects?

- English
- speech
- food service

Would you work in these places?

- airplanes
- airports
- convention centers
- hotels and motels
- museums
- television stations
- recreation centers
- cruise ships

What skills or abilities do you need?

To do this work, you must be able to:

- speak clearly.
- put people at ease in conversation.
- use judgment to cope with emergencies such as accidents, sudden illness or interrupted services.
- be flexible in performing various services, sometimes on short notice.
- organize and carry out activities, such as parties or tours.

What else should you consider?

Hotels, resorts and convention centers hire many of these workers. Others work for transportation companies such as airlines. Some may work in summer camps. Part-time, temporary jobs are often available for camp counselors, guides and recreation leaders. Special skills in crafts or sports as well as volunteer experiences can help you get jobs in this field when you are ready for them. Some of these jobs may lead to self-employment, particularly for people who are very knowledgeable about certain areas such as historic sites and natural recreation areas. Irregular work schedules are very common with these jobs. You might have to work evenings, nights, weekends or holidays. Many workers travel frequently, some are away from home for much of the year. Some workers must wear uniforms.

How can you prepare?

Companies in this group usually require training ranging from 30 days to more than two years. Some workers receive on-the-job training after they are hired. Flight attendants are usually trained by airlines. Hostesses and escorts are hired for their appearance and pleasing personality. Courses in speech and English language skills are helpful.

For a list of organizations or agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Bartender, Counter Attendants, Food Servers	US - average growth KY - competitive	KY - $12,927	Career School, OJT

Sources:
Guide for Occupational Exploration, edited by
Thomas F. Harrington, Ph.D., and Arthur J. O'Shea, Ph.D.,
National Forum Foundation.

Kentucky Occupational Information Coordinating Committee's
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Accommodating:

Barber and Beauty Services

Workers in this group cut and style hair. They may offer other services to improve people's appearance or physical condition. They may specialize or perform a variety of duties.

What kind of work would you do?

Your activities would depend on your job. You might:

- give haircuts and style hair.
- suggest changes in makeup and hairstyles to improve a customer's appearance.
- give permanents or dye hair.
- give manicures.

Would you like this work?

Is it important for you to:

- have daily contact with the public?
- use your hands or hand tools?

Do you enjoy any of these activities?

- applying makeup for school drama productions
- cutting or styling hair for friends or family members

Do you like and do well in any of these subjects?

- barbering
- cosmetology

Would you work in these places?

- barber shops and beauty salons

What skills or abilities do you need?

To do this work, you must be able to:

- follow instructions for applying hair color and permanent waves.
- use a variety of tools such as scissors, combs, curlers, curling irons and hair dryers.
- mix solutions in correct proportions.
- see differences in length, width and shapes of hairstyles when cutting and styling hair.
- use hands and fingers with good coordination to roll or style hair.
- deal in a pleasant manner with all kinds of people.

What else should you consider?

Many people in this kind of work are self-employed, either in their own shops or in their homes. Most start by working for other people. Starting your own business works best when you have developed a following of customers and have enough money to buy your own equipment. Salons and barber shops will hire trained beginners. Working hours depend on the shop. Many stylists work on weekends and some evenings. In some jobs you are paid a salary. In others, you receive a percentage of the prices charged for services. That percentage may depend on whether the supplies and tools are provided by the employer and by the experience of the operator. You usually receive tips from customers. If you belong to a union, you will pay dues. In this kind of work, you must stand and use your hands all day. Some people find they are bothered by the odors and chemical solutions. In many of these jobs you must wear a uniform, which may be furnished by the shop.

How can you prepare?

Occupations in this group usually require training ranging from six months to more than two years. Both public and proprietary vocational schools offer courses in cosmetology and barbering. Distributors of barbering and styling equipment and materials offer training courses in using their products. Formal training requirements vary from state to state. Studies may include anatomy, bacteriology and physiology. Techniques such as hair cutting, permanent waving, hair and scalp analysis are included. Students of cosmetology or barbering schools get practical experience under supervision. Workers gain further experience by attending seminars sponsored by schools, trade groups and manufacturers. Frequent attendance at demonstration and training classes help workers keep up with changing styles and techniques.

For a list of organizations or agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Barber, Hairdresser, Hair Stylist	US - slower than average growth KY - competitive	KY - $15,729	Career Schools, Military, Technical College

Sources:
Guide for Occupational Exploration, edited by
Thomas F. Harrington, Ph.D., and Arthur J. O'Shea, Ph.D.,
National Forum Foundation.

Kentucky Occupational Information Coordinating Committee's
1999-2000 Kentucky Career Guide

Accommodating:

Passenger Services

Workers in this group drive taxis, buses, limousines or other vehicles to take people from one place to another. Other workers in this group teach driving or supervise drivers of transportation vehicles.

What kind of work would you do?

Your activities would depend on your job. You might:

- drive a bus or van.
- operate a trolley.
- drive a taxicab.
- teach driving skills to students at a private driver training school.
- drive a school bus.
- enforce safety rules when loading or unloading children.

Would you like this work?

Is it important for you to:

- have daily contact with the public?
- work with machines or equipment?

Do you enjoy any of these activities?

- chauffeuring groups, such as children, the elderly or handicapped people
- serving as a volunteer bus driver for an organization.

Do you like and do well in this subject?

- driver education

Would you work in these places?

- buses and vans
- high schools
- streets and highways

What skills or abilities do you need?

To do this work, you must be able to:

- follow written and oral instructions.
- read time schedules and meters.
- apply traffic regulations.
- think, reason and act quickly and with good judgment to cope with traffic situations.
- memorize maps to know and select the best routes.
- judge distances and speeds to avoid accidents.
- use hands, eyes and feet to drive a vehicle smoothly and safely.
- read street and traffic signs.
- identify the color of traffic lights correctly.

What else should you consider?

Workers in this group work for taxicab companies, limousine services and bus companies. Teachers of driving may work for school systems or private firms. Trained beginners are hired for many of these jobs. Knowledge of the area and an excellent driving record are required. Some cab drivers go into business for themselves by buying their own cab. They must follow state and local guidelines for licensing and charge the set fair. People may find part-time driving jobs with taxicab companies. Drivers of school or charter buses can work part-time driving a cab. Drivers often must work nights, weekends and holidays and go to work on short notice. Heavy traffic and long trips can be very stressful. Driving large vehicles such as trucks requires more strength and movement than driving a passenger car. Chances for promotion in these jobs is limited. Experienced drivers may get the better assignments. A few may become managers.

How Can You Prepare?

Occupations in this group usually require training ranging from 30 days to more than six months. A high school diploma is very useful and required by some employers. Courses in math, record keeping and driver education are helpful. Inter-city bus drivers must to be able to communicate with passengers and prepare reports. These drivers must meet certain physical requirements. They must pass a written test on motor-vehicle regulations and a test in the type of bus they would drive.

Employers of local bus companies may require applicants to take written tests. Workers need to be in good health and be of normal adult height and weight, and have good eyesight. Applicants are usually required to have one or more years of experience. Most local companies hold training courses, including behind-the-wheel sessions. Each state has special rules for drivers of school buses. Their traffic record is verified carefully and they must abide by the rules. Taxi drivers must be able to complete forms used in this job.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration*.

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Bus Driver Truck Driver	US - slower than average growth KY - over-supply	KY - $21,333	Career Schools, Military, Technical College

Sources:
Guide for Occupational Exploration, edited by Thomas F. Harrington, Ph.D., and Arthur J. O'Shea, Ph.D., National Forum Foundation.

Kentucky Occupational Information Coordinating Committee's *1999-2000 Kentucky Career Guide*

Accommodating:

Customer Services

Workers in this group wait on customers and accept payment for services or purchases. They are found in many businesses such as retail stores, restaurants and rental agencies. They work with customers almost constantly, usually for brief periods, to provide a range of services.

What kind of work would you do?

Your activities would depend on your job. You might:

- wait on tables in a restaurant.
- operate a cash register and check out customers at a grocery.
- mix and sell drinks to patrons at a bar.
- rent equipment to customers and receive payment for rentals.
- fill out forms and receive payment for a car rental agency.
- take and process orders at a catalog store.

Would you like this work?

Is it important for you to:

- have daily contact with the public?
- follow set procedures with few changes?

Do you enjoy any of these activities?

- mixing drinks for family or friends
- sellling to people at yard sales or bake sales
- serving as a host or hostess for house guests
- waiting on tables at a banquet

Do you like and do well in any of these subjects?

- arithmetic
- food preparation (cooking, baking)
- food services

Would you work in these places?

- amusement parks
- service stations
- dry cleaners
- parks and marinas
- restaurants and other eating places
- stores
- trains

What skills or abilities do you need?

To do this work, you must be able to:

- tally charges and make change.
- talk with customers to explain services and determine what they want.
- stand or walk for varying lengths of time, sometimes for long periods.
- use hands and fingers easily and quickly to handle objects like dishes, glasses, merchandise or money.
- lift heavy objects such as trays and bundles of laundry.

What else should you consider?

Hotels, restaurants and stores hire most of these workers. Rental agencies and recreational facilities offer some jobs in this group. Beginning workers can be hired for many of these jobs. Some work regular daytime shifts, others work in the evenings or late into the night. Some must work on weekends and holidays. Many of these jobs are part-time and seasonal in nature. This offers a good way for people to get experience.

Most workers in this group get a salary; others, such as waiters and waitresses, may get tips in addition to a salary. For some jobs, travel overnight is a possibility. A worker at a resort lodge may have to live on the premises. Food servers often must have a doctor's certificate stating that they are free of disease. Many of these jobs require uniforms which are provided. Workers must keep them laundered.

How can you prepare?

Occupations in this group usually require training from a short demonstration to more than three months. Most of these jobs require some math skills. Most people learn these jobs after being hired. Some restaurants will hire only experienced workers. Some waiters or waitresses start first as dining room attendants. Food service work is taught as a class in some vocational schools.

For a list of organizations or agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Bartender, Counter Attendants, Food Servers	US - average growth KY - competitive	KY - $12,927	Career School, OJT

Sources:
Guide for Occupational Exploration, edited by
Thomas F. Harrington, Ph.D., and Arthur J. O'Shea, Ph.D.,
National Forum Foundation

Kentucky Occupational Information Coordinating Committee's
1999-2000 Kentucky Career Guide

Humanitarian:

Social Services

Workers in this group help people deal with their problems. They may specialize in areas such as personal, vocational, educational or spiritual problems. Mental health clinics, schools, guidance centers and churches employ these workers. Jobs are also found in welfare and employment services, juvenile courts and rehabilitation programs.

What kind of work would you do?

Your work activities would depend on your job. You might:

- interview family members about medical or psychological needs.
- counsel students about occupations related to college majors.
- plan and carry out religious activities.
- counsel juvenile offenders on probation.
- help individuals overcome social and emotional problems.

Would you like this work?

Is it important for you to:

- provide direct service to persons with problems?
- influence others as they form opinions and make decisions?
- teach or care for children?

Do you enjoy any of these activities?

- advising family members on their personal problems
- doing volunteer work for a church or social agency
- serving as a volunteer counselor in a social agency
- serving as a counselor at a summer youth camp
- teaching in Sunday School

Do you like and do well in any of these subjects?

- English
- history
- government
- psychology
- science
- sociology
- speech

Would you work in these places?

- business offices
- colleges
- elementary or high schools
- hospitals
- jails and juvenile treatment centers

What skills or abilities do you need?

To do this work you must be able to:

- use logical thinking and special training to counsel others, or to help them understand and solve their problems.
- care about people and their needs enough to help them.
- exhibit understanding of how governmental welfare programs function.
- gain people's trust and confidence.

What else should you consider?

Workers in this group are hired by schools, hospitals, churches and social service agencies. Some of these programs are run by nonprofit organizations while others are government agencies. Workers in this group sometimes receive recognition or personal satisfaction from helping others.

Many of these jobs are open to beginners with the necessary education. Volunteer experience in the same field may help beginners have a better chance of getting work. Government jobs usually require civil service tests. Self-employment in this kind of work is possible. These jobs may involve long or irregular working hours, including weekends and evenings. Some workers may have to work overtime or be on call at all hours.

How can you prepare?

More than four years of college study is necessary for most of the jobs in this group. Two or more years of graduate study is often required for jobs in social work or psychology. School counselors need one or more years of teaching experience. Knowledge and skills must be updated through reading or attending seminars.

Some workers start as helpers in religious or social welfare organizations and receive on-the-job training. Professional status requires formal training. Private organizations that help people with problems such as drug or alcohol addiction sometimes hire people who have recovered from these problems even though they lack formal training.

For a list of organizations or agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Clergy, Counselor, Psychologist,	US - slower than average growth KY - competitive	KY - $29,879	Baccalaureate, Post Baccalaureate

Sources:
Guide for Occupational Exploration, edited by Thomas F. Harrington, Ph.D., and Arthur J. O'Shea, Ph.D., National Forum Foundation.

Kentucky Occupational Information Coordinating Committee's *1999-2000 Kentucky Career Guide*

Humanitarian:

Nursing, Therapy and Specialized Teaching Services

Workers in this group care for, train or treat people to improve their physical and emotional health. Most persons in this group work with the sick, injured or handicapped. Hospitals and nursing homes hire workers in this group, as do schools, industries and doctors' offices.

What kind of work would you do?

Your work activities would depend on your job. You might:

- provide nursing care in a hospital or nursing home.
- teach exercise classes at a school, gym or health club.
- provide physical therapy for patients.
- nurse patients in a hospital Coronary Care Unit.
- take X-rays or provide prescribed radiation therapy.
- test for hearing loss and provide speech therapy for children.

Would you like this work?

Is it important for you to:

- provide direct services to persons with problems?
- teach and care for children?
- use your imagination to find new ways to do something?

Do you enjoy any of these activities?

- acting as a volunteer providing first aid in emergencies
- coaching young people in sports activities
- nursing sick relatives or friends
- teaching games to children as a counselor in a day camp
- tutoring children in school subjects

Do you like and do well in any of these subjects?

- dancing or drama
- instrumental or vocal music
- medical or dental technology
- nursing care
- physical education
- physiology
- psychology
- speech

Would you work in these places?

- doctors' offices
- gyms and health clubs
- elementary and high schools
- kindergartens
- nursing homes or rehabilitation centers

What skills or abilities do you need?

To do this work you must be able to:

- use judgment and medical skills to care for the sick.
- follow directions from supervisors, charts, reference books and labels.
- use eyes, hands and fingers with skill.
- work fast and effectively in an emergency.
- communicate well with people who are sick or handicapped.
- follow instructions and record information accurately.

What else should you consider?

Most of the jobs in this group are in hospitals or other places where people receive medical help. Jobs may involve direct patient care, research or teaching. These workers have close physical contact with people. They may have to lift, bathe or dress patients. They may take blood or apply dressings and administer medications. They have to deal with asssociated mental, emotional and physical problems.

Trained beginners can be hired for most of these jobs. Many workers in this field have to do some evening, night or weekend work, particularly when working for hospitals or other places providing round-the-clock care. Many of these jobs require hard work and long hours. Since there is a high demand for these workers, if you leave the field for a while, you can usually come back and be ready to work after studying new developments.

How can you prepare?

Occupations in this group usually require education and/or training ranging from one year to more than ten years. Professional nursing and rehabilitation requires specialized training. For jobs in this group, these courses are useful: math, English literature and composition; biological, social, and behavioral sciences; health and first aid.

Most nursing schools offer two-year associate degrees or four-year baccalaureate degrees. Courses in these programs include biological, physical and social sciences as well as nursing theory and practice. For advancement to supervisory work in nursing, workers need a four-year degree.

Therapists usually need a college degree in a specialized field such as speech, physical, occupational or respiratory therapy. An internship is often required.

For a list of organizations or agencies to contact for additional information, see *Guide for Occupational Exploration*.

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Dental Hygienist, Dental Assistants	US - faster than average growth KY - balanced	KY - $30,126	Baccalaureate Community College
Physical Therapist Athletic Trainers, Occupational Therapists	US - faster than average growth KY - balanced	KY - $51,872	Baccalaureate
Registered Nurse, Paramedics	US - faster than average growth KY - balanced	KY - $36,320	Baccalaureate, Community Colleges
Speech Pathologist/ Audiologist	US - faster than average growth KY - competitive	KY - $38,376	Baccalaureate

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National Forum Foundation.

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1999-2000 Kentucky Career Guide

Humanitarian:

Child and Adult Care

Workers in this group help to care for the physical needs and welfare of others. They may help professional health care workers. These workers care for the very young, the elderly and people with disabilities. They help people do what they cannot do for themselves, such as feeding and dressing. Caregivers in this group find work in hospitals, day care centers, homes and centers for people with disabilities.

What kind of work would you do?

Your work activities would depend on your job. You might:

- assist an audiologist by giving hearing tests.
- care for children in a day care center.
- act as a driver for a blind person.
- help elderly patients feed, bathe and dress themselves.
- provide emergency first aid services to accident victims.

Would you like this work?

Is it important for you to:

- provide direct services to people with problems?
- teach or care for children?

Do you enjoy any of these activities?

- acting as a volunteer giving first aid in emergencies
- baby sitting for young children
- doing volunteer work for social agencies
- nursing sick family or friends
- serving as a counselor in a youth camp

Do you like and do well in any of these subjects?

- first aid
- health education
- medical or dental technology
- nursing care
- physiology
- psychology
- sociology

Would you work in these places?

- doctors' or dentists' offices
- hospitals
- day care centers or kindergartens
- nursing homes
- recreation centers
- schools and homes for people with disabilities.

What skills or abilities do you need?

To do this work you must want to help people and be able to:

- deal with the problems of the young, the sick or the elderly.

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- follow instructions.
- use arms, eyes, hands and fingers with skill.
- relate comfortably with sick or disabled people.

What else should you consider?

People in this group find jobs in hospitals, nursing homes, day care centers, private homes and medical offices. At places offering round-the-clock care, workers may sometimes have to work at night or on the weekends. Some of these jobs require close physical contact such as lifting, bathing, grooming or feeding people. Additional schooling is necessary to move to higher level work.

How can you prepare?

Occupations in this group usually require education and/or training ranging from 30 days to more than two years. Employers usually require that workers have a high school education or its equal. Courses in health, first aid, English grammar, and speech are useful. Hospitals, colleges and public vocational schools offer training courses for many of these jobs. The average program requires about one year to complete. This training usually includes classroom instruction, demonstration of skills and techniques, and practice. The length of training depends upon the job. Some jobs require state licenses.

Experience in homemaking, child care or adult care provide good practice for working with the young, the elderly or handicapped.

For a list or organizations and agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Child care Worker, Nursery School Attendant, Nanny	US - faster than average growth KY - balanced	KY - $14,010	Community College, Technical College
Dental Assistant, Hygienist, Laboratory Technician	US - faster than average growth KY - competitive	KY - $17,983	Technical College
Home Health Aid, Companion, Nursing Assistants, Health Aides	US - faster than average growth KY - under-supply	KY - $15,678	Career Schools, OJT

Sources:
Guide for Occupational Exploration, edited by Thomas F. Harrington, Ph.D., and Arthur J. O'Shea, Ph.D., National Forum Foundation.

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Leading/Influencing:

Mathematics and Statistics

Workers in this group use advanced math and statistics to conduct research and solve problems. They study and analyze numerical data to make plans and decisions. Some of these workers decide how to use computers to solve problems and process information. Colleges, businesses and industrial plants, research institutes and governmental agencies hire these workers.

What kind of work would you do?

Your activities would depend on your job. You might:

- write computer programs to solve engineering problems.
- use computers to design roadways and overpasses.
- write programs accumulating and analyzing financial data.
- plan and write programs to analyze Census data.
- use knowledge of statistics to set insurance rates.
- conduct research and test mathematical theories.

Would you like this work?

Is it important for you to:

- work with mathematics or statistics?
- use your imagination to find new ways to do something?
- discover new facts and develop ways to apply them?

Do you enjoy any of these activities?

- balancing checkbooks for family members
- budgeting family income
- serving as scorekeeper for athletic events
- acting as treasurer of an organization

Do you like and do well in any of these subjects?

- accounting
- calculus or trigonometry
- algebra or geometry
- business mathematics
- computer mathematics
- data processing
- economics

Would you work in these places?

- business offices
- colleges
- laboratories

What skills or abilities do you need?

To do this work you must be able to:

- use scientific thinking and advanced logic to solve complicated problems.
- use advanced math and statistics.
- use judgment based on facts to make decisions.
- use computer programs to analyze problems or organize and analyze large amounts of information.
- communicate ideas clearly and accurately.
- use technical words, math and computer symbols and complex graphs accurately and efficiently.

What else should you consider?

Data-processors are hired in businesses, industries and government agencies. Workers trained in financial analysis are most likely to work in banks, insurance companies, brokerage houses and governmental agencies. Well-trained beginners will likely find openings. Government jobs often require civil service examinations. People working in data processing will improve their chances of getting work by learning about as many different kinds of equipment and software packages as possible. Sometimes you must take tests demonstrating mastery of skills to become licensed or certified in your field.

How can you prepare?

Occupations in this group require education and/or training ranging from two years to more than ten years. Courses in math concepts, technical writing, economics, computer science, programming language and accounting are useful. Most of these jobs call for experience and training in a scientific or technical area. Workers in this group are expected to keep up with developments in their fields of work. They attend seminars and workshops, or study for advanced degrees.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Computer Programmer, Computer Operator, Systems Analyst	US - faster than average growth KY - competitive	KY - $32,177	Baccalaureate, Career Schools, Technical College
Mathematician/ Statistician, Actuary	US - average growth KY - competitive	KY - $49,083	Baccalaureate Post Baccalaureate

Sources

Guide for Occupational Exploration, edited by Thomas F. Harrington, Ph.D., and Arthur J. O'Shea, Ph.D., National Forum Foundation

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Leading/Influencing:

Educational and Library Services

Workers in this group teach in general and specialized areas, provide technical training or advice on agriculture and home economics. Some offer library services. These workers are found in schools, colleges and libraries.

What kind of work would you do?

Your work activities would depend on your job. You might:

- teach students in elementary or secondary school.
- teach specific skills such as electronics.
- teach college students at the undergraduate level.
- catalog and file new books in a library.
- supervise a city-wide library program.
- provide services at a specialized law library.

Would you like this work?

Is it important for you to:

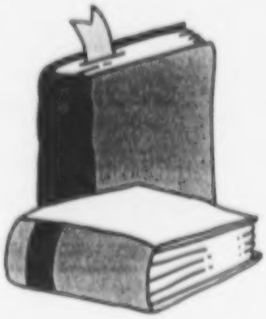
- teach or care for children?
- influence the opinions and decisions of others?
- direct or supervise the activities of others?
- use your imagination to find new ways to do something?

Do you enjoy any of these activities?

- serving as a counselor at a children's camp
- debating or doing other public speaking
- helping members of your family with their English lessons
- assisting at a school or local library
- planning or arranging programs for a community club
- tutoring children in school subjects

Do you like and do well in any of these subjects?

- agricultural management
- English
- foreign languages
- history
- home economics
- literature
- mathematics
- science
- speech



Would you work in these places?

- colleges
- elementary or high schools
- libraries

What skills or abilities do you need?

To do this work you must be able to:

- apply effective teaching methods.
- develop special knowledge and skills in an academic area.
- use a complex system of organization for storing and retrieving books.
- get along well with young people in a classroom setting.

What else should you consider?

Most in this group work for local, state or national institutions. Some are employed by schools, colleges, libraries or county extension offices. Some work at private schools; a few work for businesses.

Many government jobs require a civil service test. Trained beginners can get many of these jobs although further education and experience is needed for advancement. The salary often depends on the amount of education you have. Most of these jobs have regular hours, but teachers often spend many extra hours attending meetings, planning work, grading papers or sponsoring student events. Some have regular nighttime hours as well. Most teachers work nine or ten months, leaving time for further education or temporary summer employment.

How can you prepare?

All occupations in this group require a college education ranging from two to more than ten years. Supervisors, librarians and college-level teachers need graduate degrees. Public school teachers must be certified. Teachers in vocational education must have extensive work experience in their field, and may also need to be certified. College coursework in English literature and composition, government, history, science and mathematics are useful.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration*.

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Elementary School Teacher	US - faster than average growth KY - competitive	KY - $24,023	Baccalaureate Post Baccalaureate
Secondary School Teacher	US - average growth KY - competitive	KY - $24,032	Baccalaureate Post Baccalaureate
Teacher Aide	US - average growth KY - balanced	KY - $14,507	OJT
Vocational Education Teacher	US - faster than average growth KY - balanced	KY - $22,201	Baccalaureate

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Leading/Influencing:

Social Research

Workers in this group collect, examine, and analyze information about individuals, groups or entire societies. They study all kinds of human behavior, including abnormal behavior, language, work and play and lifestyles. They work in museums, schools and colleges, government agencies and private foundations doing research.

What kind of work would you do?

Your activities would depend on your job. You might:

- gather and analyze data about jobs and worker training.
- locate and study objects from a historic site to learn about an earlier society.
- conduct research on the development of language in children.
- collect and analyze data on changes in types of family groups.

Would you like this work?

Is it important for you to:

- use your imagination to find new ways to do or say something?
- discover new facts and develop ways to apply them?

Do you enjoy any of these activities?

- belonging to a book club
- doing telephone surveys
- assisting staff in a school library
- reading about current events and social problems
- visiting museums or historic areas

Do you like and do well in any of these subjects?

- English
- economics
- foreign languages
- geography or government
- history
- literature
- mathematics
- psychology
- sociology

Would you work in these places?

- business offices
- schools and colleges
- laboratories
- libraries

What skills or abilities do you need?

To do this work you must be able to:

- analyze and interpret current and historical facts relating to the research.
- use research methods in a particular field.
- organize detailed research notes into a logical outline.
- write reports of findings.

What else should you consider?

Many workers in this group are employed by governmental agencies. Some work for private research foundations, museums or businesses. Most of the government jobs require civil service tests. Some researchers are self-employed. They may get grants from the government or foundations to do research, or they may do studies for business, industry or government. Most of this work is during regular business hours. Archaeologists and anthropologists make field trips in this country or abroad. Advancement usually depends on your experience and education level.

How can you prepare?

Most of the jobs in this group require four or more years of college study in the social sciences. Many need a specialization in a field such as government, economics, history or psychology. Courses in computer science, statistics, English and math are important.

Workers in this group are expected to keep up with developments and trends in their area by reading journals, attending workshops and seminars and studying for advanced degrees.

For a list of organizations or agencies to contact for additional information, see *Guide for Occupational Exploration*.

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Economist, Accountant, Financial Analysts, Statistician	US - average growth KY - competitive	KY - $33,717	Baccalaureate, Post Baccalaureate

Sources

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Leading/Influencing:

Law

Workers in this group provide legal advice and represent clients, help people and groups reach agreements, hear and make decisions on cases in court. All attorneys apply knowledge of local, state, and federal laws and regulations to the legal problems they attempt to solve.

What kind of work would you do?

Your activities would depend on your job. You might:

- serve as a judge in juvenile affairs.
- hear and make decisions concerning bankruptcies.
- advise clients on wills and estates.
- create documents such as deeds and mortgages.
- defend people in civil and criminal lawsuits.
- advise clients about federal, state or other taxes.

Would you like this work?

Is it important for you to:

- influence the opinions and decisions of others?
- persuade others to act in certain ways?
- use your imagination to find new ways to do or say something?
- discover new facts and find ways to apply them?

Do you enjoy any of these activities?

- advising family members on personal problems
- speaking at a public event
- belonging to a political science club
- campaigning for candidates in an election
- persuading people to sign petitions for an organization
- selling advertising space in a yearbook
- serving as a president of an organization

Do you like and do well in any of these subjects?

- business law
- economics
- English
- history
- speech
- government
- psychology

Would you work in these places?

- business offices
- courthouses

What skills or abilities do you need?

To do this work, you must be able to:

- apply legal procedures, principles and laws.
- define problems, collect facts and draw conclusions.
- deal with clients, juries, judges and other lawyers in a way which will influence their opinions and judgments.
- read and listen carefully to recognize facts which could influence a case.
- use judgment in conducting a case or dealing with a problem.

What else should you consider?

People in this group often work with other attorneys or set up private practices, usually after gaining experience. Some are employed by businesses or government agencies. Large cities generally offer better opportunities for attorneys than do small communities. Lawyers in small towns conduct a general law practice, that includes civil or criminal cases or both and wills. Lawyers in large cities are more likely to specialize in areas such as civil, criminal or tax law.

Some attorneys are elected or appointed to governmental offices. Many lawyers go into politics, or take management jobs in business. Many work very long hours, including evenings and weekends. Lawyers are expected to bill a high number of hours related to cases each month.

How can you prepare?

Occupations in this group usually require a four-year bachelor's degree and three years of law school before taking the bar examination. Law students take courses related to civil and criminal law.

Some people have a limited legal education but not a license. They may be paralegal assistants and investigators. College courses in English, writing, government, history, social science, economics and speech are most valuable.

For a list of organizations or agencies to contact for additional information, see *Guide for Occupational Exploration*.

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Lawyers and Judges	US - faster than average growth KY - competitive	KY - $55,897	Baccalaureate, Post Baccalaureate
Paralegal/Legal Assistant, Law Clerks, Title Searchers	US - faster than average growth KY - balanced	KY - $24,017	Career Schools, Community College

Sources

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Leading/Influencing:

Business Administration

Workers in this group are high-level administrators who direct, through lower-level associates, all or part of the work of businesses, governmental agencies and associations. They make policies, major decisions and set priorities.

What kind of work would you do?

Your activities would depend on your job. You might:

- serve as president of a company.
- plan and direct services for a city government.
- direct all sales activities of a manufacturing company.
- plan and coordinate conventions for a trade association.
- manage a finance department of a large company.
- administer the business affairs of a college.

Would you like this work?

Is it important for you to:

- direct or supervise the activities of others?
- have day-to-day contact with the public?

Do you enjoy any of these activities?

- helping run a school carnival or fair
- planning and arranging programs for an organization
- reading business magazines and newspapers
- serving as president or treasurer of an organization

Do you like and do well in any of these subjects?

- accounting
- business administration
- business math
- computer science
- government
- marketing
- mathematics
- speech

Would you work in these places?

- airports
- business offices
- courthouses
- industrial plants
- stores

What skills or abilities do you need?

To do this work you must be able to:

- think clearly and logically to make decisions.
- interpret facts and directions from reports, profit and loss sheets and financial statements.
- analyze the effect national and worldwide economic conditions will have on company or agency plans.
- make decisions based on judgment and experience as well as facts and figures.
- speak to groups at business or community meetings.
- deal with all kinds of people from employees to civic leaders.
- speak and write clearly.

What else should you consider?

Many jobs in this group are found in large cities in state capitals or county seats. These workers may be found in many kinds of businesses and industries. Some own their own businesses while others work for governmental agencies. Small businesses are more likely to hire well-trained beginners. People generally start in low-level positions and work their way up.

Workers in this group have major responsibilities in their organizations. They often work long hours at the office, or at community functions. They may have to travel throughout the country or in foreign countries. Sometimes workers must move when they are transferred within a company.

How can you prepare?

Occupations in this group usually require education from two years to more than ten years. Most jobs in this group call for experience, often within the same industry. Degrees in business administration and law give preparation for many jobs in this group. Some jobs require training in engineering, chemistry or sociology. College courses in business are helpful as well as economics, history, English and speech.

Some businesses such as banks offer management training to help employees advance. Many beginners with degrees in business administration are placed in these training programs.

For a list of organizations or agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Hotel/Motel /Food Service Manager	US - average growth KY - competitive	KY - $25,321	Baccalaureate, Career Schools, Community College
Personnel Training and Labor Relations Manager	US - average growth KY - balanced	KY - $46,822	Baccalaureate, OJT

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National Forum Foundation.

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Leading/Influencing:

Finance

Workers in this group study, manage, and decide about financial transactions, systems and records. They use different types of mathematics and knowledge of business and industry as well as laws and regulations relating to their special fields. These workers are responsible for accounting procedures, record systems analysis and budgeting. Some workers deal with very complex financial practices.

What kind of work would you do?

Your work activities would depend on your job. You might:

- analyze financial records and write reports.
- make decisions on insurance applications.
- approve or reject bank loans.
- appraise real estate for sales or loan purposes.
- buy, sell or trade stocks or bonds for clients.
- prepare tax returns for individuals or businesses.
- study information to set rates for public utilities.

Would you like this work?

Is it important for you to:

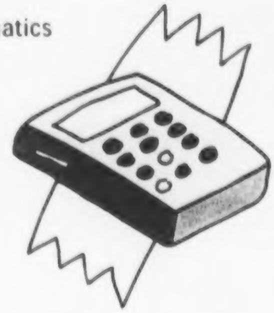
- work with mathematics or statistics?

Do you enjoy any of these activities?

- balancing checkbooks for family members
- budgeting family income
- serving as a treasurer of a club

Do you like and do well in any of these subjects?

- accounting
- advanced mathematics
- bookkeeping
- business finance
- computer science
- data processing
- economics
- statistics



Would you work in these places?

- business offices
- courthouses

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What skills or abilities do you need?

To do this work you must be able to:

- use mathematical concepts to design a financial system.
- determine technical and mathematical data in order to determine property values and stock market reports.
- be able to work math problems quickly and accurately.
- use computers.
- speak and write clearly to communicate financial information.
- determine the effects of local, state and national economics on business and finance.
- plan and supervise the work of accountants.

What else should you consider?

Most of the jobs in this group are in or around large cities. All kinds of businesses hire these workers. Many work for insurance companies, banks, real estate firms, or brokerage houses. Many of these workers are self-employed. They may be a part of a firm that does accounting, auditing, or appraising. Some brokers who buy and sell stocks, bonds, and commodities such as field crops are in business for themselves. New workers usually start as trainees, but with experience they can advance. Frequent travel is required in some of these jobs. Overtime can be expected in certain times of the year such as near the end of tax season. This is a good field if you are able to concentrate and work with figures for long periods of time, and are quite accurate.

How can you prepare?

Occupations in this group usually require training ranging from two to more than ten years. Work experience is vital in preparing for jobs in this group. Experience in related positions for the same employer is often required. Courses in accounting, business law, economics, investments, writing, math, political and computer science are helpful. Most are offered by business schools and colleges.

For a list of organizations or agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Accountants & Auditors, Bank Examiner, Tax Specialist	US - faster than average growth KY - balanced	KY - $33,446	Baccalaureate
Real Estate Appraiser, Claim Examiner, Loan Officer, Property Valuation Administrator	US - faster than average growth KY - balanced	KY - $30,889	Career Schools

Sources:

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Leading/Influencing:

Services Administration

Workers in this group supervise personnel who carry out the activities of institutions and agencies providing health, safety, recreation and social services. They are usually responsible to a board of directors or an agency that sets policy and goals for the organization. Administrators plan and manage the activities of the program. Jobs are found in institutions such as hospitals, schools, welfare agencies, libraries and churches.

What kind of work would you do?

Your activities would depend on your job. You might:

- administer the services of a hospital.
- oversee the guidance services of a school.
- serve as principal of a school.
- coordinate community services for the homeless.
- direct the operations of a library.
- plan staff training for an agency.

Would you like this work?

Is it important for you to:

- direct or supervise the activities of others?
- have day-to-day contact with others?

Do you enjoy any of these activities?

- doing public speaking or debating
- helping organize and run a school carnival
- planning a program for a church or civic organization
- serving as a president or treasurer of a club
- doing volunteer work for a social agency

Do you like and do well in any of these subjects?

- business administration
- finance
- psychology
- sociology
- business writing

Would you work in these places?

- business offices
- schools
- hospitals
- libraries
- recreation centers

What skills or abilities do you need?

To do this work you must be able to:

- use language and math skills to analyze financial reports, and funding requirements.
- identify problems and potential solutions based on your experience, judgement and facts.
- work well with all kinds of people.
- communicate effectively so people understand and follow your plans in their work.
- plan and direct programs and activities.

What else should you consider?

EDUCATION PAYS

Many workers in this group are hired by governmental agencies. Others work for nonprofit institutions such as community mental health centers, the Salvation Army, Girl Scouts and Boy Scouts. Newcomers with good training may be hired for some jobs. Work experience and education in the field are the preferred qualifications for these jobs. In many of these jobs, you have the major responsibility for programs and will find it difficult to set aside the problems of management, even if you are out of the office. Many speak for their agencies, at workshops, press conferences and other events. Travel throughout the country or a region is often part of these jobs.

How can you prepare?

Occupations in this group usually require training from two to more than ten years. Most jobs in this group require work experience within that organization. College-level courses in public or business administration, psychology, management, finance, sociology and writing are very helpful. Workers in this group often need specialized training in fields such as social work, education or library science.

For a list or organizations and agencies to contact for additional information, see *Guide for Occupational Exploration*.

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Education Administrator, Education Specialist, General Managers	US - average growth KY - competitive	KY - $45,962	Baccalaureate, Post Baccalaureate
Health Service and Medical Managers, Public Administrators	US - faster than average growth KY - balanced	KY - $42,106	Baccalaureate

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Leading/Influencing:

Communications

Workers in this group write, edit and report factual information. They use language skills, knowledge of the subject, and special writing methods to present facts. They are employed by newspapers, radio and television stations, and publishing firms.

What kind of work would you do?

Your work activities would depend on your job. You might:

- write news stories for publication or broadcast.
- choose and edit items sent by a press wire service.
- report on meetings and activities of local government.
- interview people and write feature articles.

Would you like this work?

Is it important for you to:

- use your imagination to find new ways to do or say something?
- influence the opinions or decisions of others?

Do you enjoy any of these activities?

- belonging to a book club
- campaigning for club officer
- public speaking or debate
- editing a school newspaper or yearbook
- planning ads for a school or local newspaper
- writing stories or articles

Do you like and do well in any of these subjects?

- communications
- economics
- English
- foreign languages
- government
- history
- journalism
- speech

Would you work in these places?

- business offices
- newspapers
- radio and TV studios

What skills or abilities do you need?

To do this work you must be able to:

- organize facts, analyze materials and interpret a wide range of subjects.
- use a large vocabulary, sometimes including technical or scientific words.
- express yourself clearly when interviewing people.
- identify the newsworthy aspects of a situation.
- use correct grammar, punctuation and spelling.
- write clearly so that readers understand your ideas.

What else should you consider?

Many workers in this group are employed by newspapers, publishing companies, radio or TV stations and news services. Some work in private businesses or for the government. Translators and interpreters of foreign languages work for the government, international agencies or businesses. Government jobs generally require a civil service test. Some workers find part-time temporary jobs such as doing research for publishers, reporting small town news or writing articles for a publication.

Most workers in communications jobs start out in trainee positions. They may get promotions by working up in an organization, or by moving to another related firm. Working hours may vary from regular daytime hours to night shifts. Many people have to work overtime to meet deadlines. Some of these jobs require travel in the area or to distant places. This work may be hazardous as when reporting fires, floods or other natural disasters.

How can you prepare?

Occupations in this group often require training from four to more than ten years. College-level courses like journalism, English and political science are valuable. Other courses in the liberal arts such as sociology or economics are useful. Experience can sometimes be an alternative for a college education. Many jobs call for specific knowledge such as current events as well as writing skills. Computer skills are a necessity.

For a list or organizations or agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Reporters and Correspondents, Editors, Journalists, Writers	US - average growth KY - competitive	KY - $31,873	Baccalaureate
Writers, Technical Writers and Editors, Correspondents, Freelance Writers	US - average growth KY - competitive	KY - $33,778	Baccalaureate

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Leading/Influencing:

Promotion

Workers in this group encourage the sales and use of goods and services, seek membership and financial support for organizations and projects, and influence public opinion and support for various causes. They may contact people directly or create promotional plans for others to use.

What kind of work would you do?

Your activities would depend on your job. You might:

- develop an advertising plan for an organization.
- help a community understand and use a local food bank.
- direct fund raising for a nonprofit group.
- seek to persuade legislators to vote for or against legislation.
- promote a nonprofit organization by speaking to groups.

Would you like this work?

Is it important for you to:

- use your imagination to find new ways to do or say something?
- influence the opinions or decisions of others?
- have day-to-day contact with people?
- compete with others?

Do you enjoy any of these activities?

- campaigning for political candidates
- speaking publicly or debating
- selling advertisements for a school newspaper or yearbook
- soliciting food for people in need
- raising money for charities
- writing articles or stories

Do you like and do well in any of these subjects?

- English
- foreign languages
- journalism
- marketing
- psychology
- speech

Would you work in these places?

- business offices
- private homes
- stores

What skills or abilities do you need?

To do this work you must be able to:

- create and carry out sales campaigns.
- present information in ways that will attract attention.
- speak and write clearly and persuasively.
- move with ease from one activity to another
- interpret how different groups of people respond to words and pictures.
- work with all kinds of people.

What else should you consider?

Many workers in this group are hired by advertising and public relations firms. Others work for nonprofit arts, education or social service organizations. Beginners are hired for some of these jobs. Some people in promotions are self-employed. They may do fund-raising or public relations as free-lancees. Most self-employed people have experience working for others before going out on their own. In many of these jobs, you have to spend time at community gatherings making contacts with people. Sometimes you are under much pressure to come up with original ideas or must work overtime to complete a project.

How can you prepare?

Occupations in this group usually require training from four to more than ten years. A college-level education is a valuable asset in this field. Special courses in visual and oral communications may be required. Typing may not be required but is a valuable skill in public relations work. Courses in English, creative or technical writing, speech, marketing, economics, management and finance are important in this work.

For a list of organizations or agencies to contact for additional information, see *Guide for Occupational Exploration*.

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Public Relations Specialist, Media Specialist, Public Information Officers	US - faster than average growth KY - balanced	KY - $50,780	Baccalaureate

Sources:

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Leading/Influencing:

Business Management

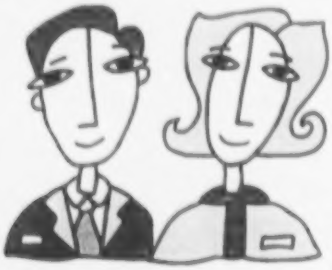
Workers in this group manage the operation of different kinds of businesses such as stores, motels, food service facilities, groceries and automobile service stations. They usually act according to policies and procedures determined by owners, directors, administrators, or others in authority.

What kind of work would you do?

Your activities would depend on your job.

You might:

- manage a retail clothing store.
- direct warehousing activities for an auto supply store.
- operate a barber shop.
- manage an office of an insurance company.
- manage a restaurant.



Would you like this work?

Is it important for you to:

- direct or supervise the activities of others?
- have daily contact with the public?

Do you enjoy any of these activities?

- helping run a school carnival or fair
- planning a program for a club
- planning family recreational outings
- serving as a president or other officer of a club

Do you like and do well in any of these subjects?

- business administration
- business mathematics
- English grammar and composition
- food management
- institutional management
- marketing

Would you work in these places?

- auto service stations
- barber shops or beauty salons
- business offices
- hotels and motels
- parks or recreation centers
- stores
- warehouses

What skills or abilities do you need?

To do this work, you must be able to:

- read and interpret business records and reports.
- interpret financial information and prepare budgets.
- explain policies and regulations.
- make business decisions based on facts, plus your own experience and opinion.
- communicate well with employees, the public, business owners and government officials.
- organize the work of others.
- speak and write clearly.
- be responsible for managing an activity.

What else should you consider?

People in the group work for all kinds of businesses, from grocery stores to service centers, from motels to mortuaries. These jobs can be found in cities large and small, but may also be found in unusual places such as island resorts. People with experience in a particular field are most likely to be hired. Some workers are self-employed, often starting in family businesses. Many of these workers stay at their jobs much longer than the average work week, particularly those in places open to the public most of the time. Even when off duty, managers may be called in emergencies.

How can you prepare?

Occupations in this group usually require training ranging from one to more than ten years. Most of the jobs in this group are obtained by promotion or moving from related jobs. A college education is helpful though not always essential. Useful courses include management, business math, English, business writing and record keeping.

For a list of organizations and agencies to contact for additional information, see *Guide for Occupational Exploration*.

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/SALARY	EDUCATION/ TRAINING LEVEL
Hotel/Motel/Food Service Managers, Chefs, Desk Clerks, Restaurant Managers	US - average growth KY - competitive	KY - $25,321	Baccalaureate Career Schools, Community College

Sources

Guide for Occupational Exploration, edited by
Thomas F. Harrington, Ph.D., and Arthur J. O'Shea, Ph.D.,
National Forum Foundation

Kentucky Occupational Information Coordinating Committee's
1999-2000 Kentucky Career Guide

Physical Performing:

Sports

Workers in this group take part in professional sporting events such as basketball, football, baseball and horse racing. In addition to players, this group includes trainers, coaches, referees and umpires. Some work at privately owned facilities such as ski resorts, tennis courts and gymnasiums.

What kind of work would you do?

Your activities would depend on your job. You might:

- drive in a stock car race.
- train race horses.
- referee sporting events.
- coach a professional baseball team.
- teach people to play tennis.

Would you like this work?

Is it important for you to:

- compete with others?
- direct or supervise the activities of others?
- use authority to control others?
- work in a job requiring physical activity and skill?
- be employed at certain times of the year?
- travel frequently?
- work out of doors?

Do you enjoy any of these activities?

- camping, hiking or other outdoor activities
- coaching children or youth in sports
- playing baseball, football or other sports
- riding horseback
- umpiring amateur sporting events

Do you like and do well in any of these subjects?

- arithmetic
- physical education

Would you work in these places?

- high schools and colleges
- golf courses and tennis clubs
- gymnasiums and health clubs
- race tracks
- sports stadiums

What skills or abilities do you need?

To do this work you must be able to:

- master the rules of a sport and interpret them accurately.
- make decisions quickly and accurately.

- coordinate eye, hand, body and foot movements with extreme skill.
- cope with the pressures of competition.
- follow training rules strictly.

What else should you consider?

People in this group work at golf courses, tennis courts, ball parks and other places where people watch sports events. Most coaches, instructors and scouts have had experience as players. Many of these jobs are seasonal. Some people have other jobs during off-season or move to different areas in order to work year-round.

A professional sports career sounds exciting, but there's a lot of hard work and constant competition. Frequent travel is usually required. The risk of physical injury that might end a player's sports career is great. Competitive players usually find work other than team sports after reaching a certain age. It is wise to have skills in an area other than sports.

How can you prepare?

Occupations in this group usually require training ranging from six months to more than ten years. Professional coaches and officials often get training and experience first with high school and college teams. Umpires in the major leagues go to umpire schools. Officials in horse racing have work experience and on-the-job training.

Professional athletes generally start training on high school and college teams. They are recruited by pro teams and sign a contract. They stay in training as long as they are in competition.

For a list of organizations or agencies to contact for additional information, see *Guide for Occupational Exploration.*

National/State Job Opportunities

OCCUPATION	EMPLOYMENT OUTLOOK	WAGE/ SALARY	EDUCATION/ TRAINING LEVEL
Coach	No information available		
Sports Instructor	No information available		
Professional Athlete	No information available		
Referee	No information available		
Umpire	No information available		

Sources:

Guide for Occupational Exploration, edited by
Thomas F. Harrington, Ph.D., and Arthur J. O'Shea, Ph.D.,
National Forum Foundation.

Kentucky Occupational Information Coordinating Committee's
1999-2000 Kentucky Career Guide

After High School -- What?

Taking a look at your options

The world you live in is changing all the time — and at a faster rate than it did in the 1800s and earlier 1900s. Today, workers can learn to use computers, lasers, robots, and all sorts of machines that weren't even invented ten years ago.

Many of the traditional "smokestack" jobs, from steel mills to textile factories, are fading away, leaving displaced workers, many of whom lack the skills to look for good alternatives.

What does this have to do with you? A lot. You'll be looking at ways you can keep on learning, ways of educating yourself so that you can enjoy today and prepare for tomorrow as well.

The focus is on *learning*, always and throughout your lifetime. One of America's top career counselors, Joyce Lain Kennedy, says it all: "The secret to doing well in a rapidly changing society is to acquire the skill of learning."

Whether you join the military, go to a vocational-technical school or earn college degrees, you need first to master the fundamentals. You will need to learn to read well, to communicate, to use mathematics, to think, and to understand.

When you have that foundation, you will know how to learn. Then you can branch out in different directions. You will have the flexibility to keep learning as the need arises.

Now, let's take a look at some of your options for continuing your education — whether in school or on the job.

Four-year Colleges and Universities

If your idea of college includes not only planning to earn a bachelor's degree, but also having a chance to live in a dorm and experience campus life, from ballgames to social events, then a four-year college or university will appeal to you.

Colleges are institutions of higher learning which grant a bachelor's degree after four years of study. At most of the 1,700 colleges in the United States, you can earn either a baccalaureate or bachelor of arts (B.A.) or a bachelor of science (B.S.) degree.

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Liberal arts colleges offer B.A. or B.S. degree programs that combine a broad cultural education through four years of study covering the arts, sciences, humanities, and social sciences. During your third and fourth years, you would concentrate on your major field of study such as political science, literature, mathematics, or biology. Most of these are independent (sometimes called private) colleges with fewer than 5,000 students.

Specialized colleges or schools offer bachelor's degree programs which focus more on preparation for a specific career — such as art, music, engineering, education, or business. Less emphasis is placed on the broad liberal arts education than is found within a large university.

Universities include a liberal arts college, plus specialized colleges such as education or business. Each college may have entrance requirements in addition to those for admission to the university. Check the admissions standards of the individual college offering the program you want before completing the general admission application. For example, if you want to major in engineering, see if the College of Engineering has additional requirements.

Universities may offer graduate programs leading to master's, doctorate, or professional degrees. Most are large institutions, often having 15,000 or more students.

What are the advantages?

More areas of study will likely be offered at the four-year colleges and universities. This will offer you a greater range of possible majors from which to choose.

The facilities at colleges and universities, from libraries to laboratories, generally will be more extensive and will offer a better opportunity for research.

You will usually find more activities available at four-year colleges, from sports programs to special-interest organizations. Most students will find a greater chance to participate in social activities at colleges and universities, if only because more students live on or near the campus.

Many students will have a greater sense of independence at a four-year college. College students today have much freedom of choice. They also have the responsibility for making their own decisions. You may want that experience.

Two-Year Colleges

Are you looking for a college which is convenient, economical, and open to any student who has graduated from high school or has earned a GED? You might want to consider a two-year college.

Kentucky has a statewide system of 13 community colleges and 15 technical colleges conveniently located throughout the state. Some public universities also have community colleges associated with them.

Types of colleges

Community and technical colleges are generally part of a state college system. They provide courses to meet the needs of a diverse group of students — from those taking a single course for career advancement, to students beginning study for a four-year degree.

There is one junior college in Kentucky. Junior colleges, often independent, church-related schools, usually offer associate degrees in arts or sciences that can be transferred to a four-year college.

Types of programs

Associate in Applied Science (A.A.S.) and Associate in Applied Technology (A.A.T.) are terminal, or not transferable to a bachelor's degree program. These programs lead to employment in fields such as nursing, allied health, computer technology, engineering technology, and early childhood education.

Associate in Arts (A.A.) or Associate in Science (A.S.) degrees provide the first two years of a four-year college degree and are intended for transfer to a four-year college or university. Check to find out if there are special transfer agreements with the four-year college that will help you plan your community college program.

If you plan to transfer, check with your four-year college about their departmental entrance requirements before planning your classes.

What are the advantages?

You can't beat the community and technical colleges for *economy* — not to be sneezed at in these days of rising tuition and college loans. Tuitions and fees are typically one-half or less of the tuition of four-year colleges.

Besides the *convenience* of community and technical colleges, you'll save on room and board by living at home — assuming your family will still feed you! And, you can combine classes with working.

Community and technical colleges provide academic *easy access* through their open admissions policy. Any high school graduate or holder of a GED certificate is eligible to enroll. If your high school grades or college entrance scores aren't the best, here's your chance to get into college and start moving in the right direction. With hard work, you can improve your grades. Your community college grades will be looked at as you apply for admission to a four-year college as a transfer student. Whatever your educational goals, community colleges may offer you a much-needed service.

A guide to planning community college and technical college classes to fit with specific majors at a four-year college or university is very helpful. It can make transferring a breeze! If you plan to transfer to a four-year college, ask if that college has such a publication.

Also you need to know about Kentucky's Baccalaureate Program Transfer Frameworks, which are designed to help students transfer with ease. An explanation of the Transfer Frameworks can be found elsewhere in *Futures*.

Kentucky Technical Colleges

The demand for a highly skilled,' technically trained workforce is rapidly increasing as America's business and industry upgrade their operations to remain competitive in a world economy. According to the U.S. Department of Labor, over half of the 30 fastest growing occupations between 1990 and 2005 will be in positions requiring a postsecondary technical education. Moreover, students will have to be better prepared both academically and technically to solve complex problems and meet increased skill requirements of broad occupational fields.

If you are interested in studying a career-related program where you'll be ready for employment in two years or less after high school, study at one of Kentucky's technical colleges could very well be the key to your future success in work and life.

Types of schools

Kentucky Technical Colleges

Technical colleges principally provide technical education to persons who have completed or left high school and are studying in preparation for entering the labor market. They offer courses in the following major areas:

- Business Technology and Graphic Communications
- Construction Technology
- Health and Human Services
- Manufacturing Technology
- Resource Development
- Transportation Technology

Program offerings are often tailored to meet the needs of local business and industry. Classes are scheduled during the day, Monday through Friday, but are also available during evening hours and occasionally on weekends for special courses.

Coordination is also maintained between Kentucky technical colleges, community colleges, and/or university programs and include joint programming in specialized areas.

Kentucky's technical colleges maintain an active outreach/recruitment program and offer student support such as assessment, guidance, referral, and job placement. Contact your nearest CAREER CONNECTIONS Assessment Center (see Section I).

Kentucky Technical College Branch Campuses

Several technical colleges operate branch campuses in towns other than the location of the main campus. Branch locations offer programs in a range of fields, but they concentrate on the health fields. Consult the listings for specific schools in Section H. For further information contact:

Kentucky Community & Technical
College System (KCTCS)
PO Box 14092
Lexington, KY 40512-4092
Phone: 606-246-3100
FAX: 606-246-3152
http://www.kctcs.net

What are the advantages?

In 1791, Thomas Jefferson wrote, "The man who prepares for a trade shall never want for employment." The mission of Kentucky's technical colleges is to provide its students with the training needed for high paying, hi-tech careers in today's job market.

Kentucky's technical colleges are a branch of the Kentucky Community and Technical College System. Because the training is coordinated with the needs of business and industry, job placement opportunities are increased.

"Educate
Empower
Employ"

Requirements for admission

To be admitted to a Kentucky Technical College pursuing a certificate, diploma, or an Associate in Applied Technology degree, a student must:

1. submit an application;
2. be at least 16 years old;
3. submit qualified entrance test scores (ACT or COMPASS preferred);
4. declare a major;
5. contact student services office and/or program coordinator for information on special admission requirements for some programs.

Proprietary Trade Schools

Proprietary trade schools are privately owned technical schools, in business to make a profit. These schools provide training somewhat like the public technical colleges.

If you are interested in going to a proprietary school, you will want to choose one which meets your needs. You want a school which does what it says it will do — in short — educate you so that you will be able to get a job when you graduate, and be well equipped to do that job.

What are the advantages?

Students can usually enroll at any time in a private trade school; they need not wait until the beginning of a semester. Many schools offer short-course units, leading to a quick sense of accomplishment.

Some schools allow you to leave when you know the material and can pass the test, rather than waiting until the term is finished. Classes are usually small, allowing for extra attention from the instructors.

Reputable schools work hard to place their graduates, knowing that satisfied students and employers will bring them more students.

Things to consider

At times, some proprietary schools have recruited students who lack the background or basic skills to be able to complete the course of study. Students may have borrowed the tuition money by taking out loans. In instances where students have dropped out, they have been left with debts they cannot pay and go into default on their loans.

Default, which means not repaying loans, has become a serious problem. The federal government is trying to correct this by closing any school which has a very high default rate.

You can make good decisions in choosing a school by learning as much as possible about the schools you are considering — before you enroll.

To find out more about a particular proprietary school, contact:

State Board for Proprietary Education,
Berry Hill Annex
Frankfort, KY 40601
502/564-4233

Check It Out!

Before you enroll at any school, find the answers to these questions:

✔ How is the school licensed and accredited? Those accredited by an agency accepted by the U.S. Department of Education or the Council for Higher Education Accreditation are judged to be providing the services they claim. Colleges are accredited by the Southern Association of Colleges and Schools. Technical colleges are accredited by the Council on Occupational Education. Proprietary trade schools are accredited by the National Association of Trade and Technical Schools. All colleges operating in Kentucky must be licensed by either the Council on Postseconday Education or the State Board for Proprietary Education.

✔ Have you been pressured into registering? Schools which use excessive methods to sign up students may mean trouble.

✔ Does the school's advertising promise you a high paying job and a rosy future? Promises which seem too good to be true usually are.

✔ Is the school approved for federal and state financial aid programs? This is not the only indicator of a reputable school, but the absence of these programs would be cause for concern. It would also mean that you would have to pay all the tuition yourself.

✔ Would you get a refund of tuition if you had to drop out? Reputable schools have reasonable, clearly stated provisions for students who drop out.

✔ What protection would you have if the school were to go out of business? Would you get all or a portion of your tuition back?

✔ What is the percentage of students who default on (do not pay back) their state or federal government loans? If the school you are considering has a default rate higher than 20 percent, proceed with caution. High default rates may mean that many students have dropped out. A young person who drops out, still lacking skills for employment, may have trouble making enough money to pay back loans. You don't want to get into that predicament.

✔ What percentage of students who enroll actually finish the program? This is particularly important to ask of short-term vocational-technical courses. Information about college degree completion is more difficult to obtain. Research shows it may take up to seven years for a student to complete a bachelor's degree, so it may be hard to determine the percentage of students who finish college degrees in a particular program.

✔ What is the placement rate of the school in your chosen field of study? Have students found employment in their local communities or have they relocated to find employment?

- ✔ Knowing the completion rate and the default rate will give you a good idea about the satisfaction and success of former students. You are entitled to that information and the school should be able to answer these questions. Ask for names and addresses of recent graduates so you can talk to former students. They will be able to give you an accurate picture of their experiences.
- ✔ If you plan to enter one school and then plan to transfer to a second school, will credits earned at the first school be acceptable for transfer to the other? Will those credits count toward requirements for a major area of study or must they be counted only as electives?
- ✔ Are there special requirements for admission to certain programs at a school? Can you meet the requirements for programs you want as well as general admission to the school?

Getting the answers to these questions will aid you in making a final selection of schools. Other factors to think over and compare are the strength of educational programs in your area of interest, the cost of attendance, and available financial aid. All these elements are important to your achieving your educational and career goals.

Sources:

Getting In, Kentucky Higher Education Assistance Authority, (KHEAA) Frankfort, Ky., 1999.

Joyce Lain Kennedy, *Career Book*, VGM Career Horizons, Lincolnwood, Ill., 1991.

Apprenticeships

If you're interested in becoming a skilled tradesman, how would you go about learning your craft? You might want to consider entering an apprenticeship program. An apprenticeship is a formal, structured training program registered with the Kentucky Labor Cabinet in cooperation with the U.S. Department of Labor.

What are the advantages?

Apprenticeships have some advantages over regular on-the-job training. In both cases you would earn while you learn. In an apprentice program, however, your *structured training* would be set up to make sure that you are well trained in all aspects of a trade. You would learn by attending classes, taking tests, and working under the supervision of a journeyman craftsman, one who has served his apprenticeship and learned his trade. At the end, you would earn a certificate for having completed the apprenticeship. That extra effort will pay off in your later employment. Apprentice graduates are more likely to hold steady jobs because employers try to hire these graduates when available. Even in down times, graduate apprentices are more likely to have *job security* because they are usually some of the best employees. An experienced apprentice graduate is more likely to become a supervisor than other workers who have had less training.

A big plus about apprenticeships is that you will *earn money* as you gain real expertise in a field. Beginning apprentices make 40 to 50 percent of a journeyman's wages. As you approach the end of your training, you would be making about 90 percent of a journeyman's wages.

If you want an apprenticeship, it's up to you to locate a program which will take you as an apprentice. These programs are sponsored by an employer, a group of employers, or by cooperative agreements between labor unions and management. Joint Apprenticeship Committees advertise openings for apprentices, so check with them. Local labor organizations are a good contact for openings too. Most openings are quite competitive. Don't hesitate to reapply if you are turned down the first time around.

Things to consider

The market - In what industries does your region support apprenticeships? How much competition is there for the openings? How is the general economy? Employers hire in good times, not bad.

The occupation - Learn about trades that interest you. What skills are needed? How much physical strength or stamina is required? Is the work hazardous? Is the field solid or fading out?

Yourself - What are your special skills and interests? How much commitment can you make in time and money?

You'll need to be at least 16 years old and have a high school diploma or GED certificate. Good reading, writing, or math skills are important, as well as having taken science, math and technical courses. Many apprenticeship programs want you to take the Specific Aptitude Test Battery (SATB) and be interviewed before you are accepted.

For more information, write or call for *Apprenticeship Training Projects*, published by the Division of Employment, Standards and Mediation, 1047 U.S. 127 S., Suite 4, Frankfort, KY 40601, 502/564-2784.

A sample of apprenticeable occupations

Here is a limited list from the 800 occupations recognized as apprenticeable by the U.S. Department of Labor.

airframe-and-power operator
biomedical equipment repairer
boatbuilder, wood
boiler operator
butcher
car repairer (railroad)
cement mason
cook
coremaker
cosmetologist
dairy equipment mechanic
dental laboratory technician
drafter
electrician
emergency medical technician
farm equipment mechanic
firefighter
furniture finisher operator
insulation worker
legal secretary
machinist
miner
office machine servicer
offset press operator
painter
pipefitter
plant mechanic
plumber
precision lens grinder
programmer, business
refrigeration mechanic
sheet-metal worker
shoemaker, custom
structural-steel worker
technician
television and radio
tool maker
water treatment plant operator
welder

Source:

"The National Apprenticeship Program," Employment and Training Administration, U.S. Department of Labor, reported in "Apprenticeships in a New Age" by Barbara Sherrod in *Career World*.

Going into the Military

Going into the military after high school has been a choice made by young men over the years. That option is open to young women today as well. The decision to "join up" can have many advantages.

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What are the advantages?

Joining the military gives a young person an opportunity to serve our country in a great and historic tradition; military service is important to our country's well-being as much in peacetime as in wartime. There are also few occupations that place responsibility on young men and women so early in their work-life.

Enlisting in any of the Armed Services — whether the Army, Navy, Air Force, Marine Corps, National Guard or Coast Guard — will also give you immediate and long-term personal benefits.

- Once you enlist as a private, seaman, or airman, you become eligible for two major sources of financial aid that will help you take college courses and get your college degree.

The first category consists of programs you can take part in while you are on active duty, the *in-service* education. This could include taking courses at a nearby college at a 75 percent reduction in tuition (paid by your particular branch of the service), or earning college credit for completing an in-service class. In-service education also includes on-the-job training.

The second type of aid available to enlisted service members is the *after-service* education. The new version of education benefits is called the Montgomery GI Bill. In effect since July 1985 this bill offers to match savings of service men and women. Those enlisted in the service are encouraged to save $100 per month for the first 12 months of service. On completion of the tour of duty, that person may receive $300 per month for 36 months, a total of $10,800 which can be used for further education after leaving the service.

- Help is also available if you want to become an officer, moving from enlisted status to officer training. You might do this through ROTC, a service academy, or Officer Candidate School which leads to a commission.
- In addition to these educational benefits, you will also be learning skills through *on-the-job* training in your assignment.
- The military has always been a means to travel and to see some of the world, though not always under the best of circumstances.

- The military will provide a *structured work setting, living accommodations,* and a *moderate salary* during your tour of duty. This allows you to explore career opportunities, develop maturity and plan for your future, not a bad way to spend a few years!

If you are interested in enlisting, talk to a recruiter. Be sure to ask if you might qualify for the special "track" for highly qualified enlisted men and women. (See page L-41 of this publication or look under "U.S. Government" in your telephone book.)

Things to consider

Probably the greatest single consideration to joining the military is the commitment of time you must make. While there are different plans for fulfilling the time requirements, you will make a commitment of a number of years. This can be met by a combination of active duty, active reserve and inactive reserve service.

Once you have enlisted, you have signed a contract; you can't just change your mind and walk out because you find the physical training too difficult, or the living conditions unpleasant. Overall, however, all branches offer great incentives to those enlisting in today's military.

For further information about other ways in which the military can help you, see "The Military Option," under "Financing Your Education."

An Immediate Job

You may decide that your best bet after high school is to get a job and go to work. Certainly, lots of people do just that, and that decision might turn out to be a good one for you.

When a job seems right

If you are tired of classrooms and books, you may want a change of pace — a chance to be on your own, with adult responsibilities now. A job may give you that sense of experiencing the real world.

Sometimes, as you approach graduation from high school, you feel uncertain about your goals and not at all sure about what you want to do. Working may give you time to sort out your ideas and to begin focusing on your interests.

Even a job you don't like can help you understand the type of work you do find interesting. Perhaps you've known someone who had a job which they found boring, stressful or unpleasant. That person may have learned much from that situation — including the knowledge that another job was more suitable!

Things to consider

If you decide to find a job right out of high school, you might think about:

- finding a job which requires skills you like to use, or interests you've already discovered.
- looking for a position where you can get on-the-job training. Jobs where employers don't take the time to teach employees what they need to know can be very frustrating. You might also look for work in businesses which pay employee tuition in college or technical school courses.
- applying in places where there's room for advancement. If you're interested in the grocery business, you'd have a better chance to move up in a chain grocery which has a big staff and other locations in the city than you would have in a small, family-run grocery.
- looking for a job in a field that's growing and changing. For example, if you have mechanical interests, you might look at telecommunication companies, where as a fiber-optic technician you would be learning to use new equipment and techniques every year.
- improving your performance on the job, once you're hired, by taking classes which help you improve skills or gain new skills related to your job. People who show interest in their work by trying to improve usually are in a good position for advancement and promotion when openings arise.

How will you find a job?

Turn to the section called "Off to Work" to help you in your search for a job. You'll find out how to write a resume, find the hidden job market, create a network of family and friends to help you, and present yourself well in interviews.

As Thomas Jefferson said, "I believe in good luck. I find that the harder I work, the more I have of it." The section "Off to Work" will give you good ideas about ways to improve your luck by working smarter, not just harder.

Creating Your Own Business

Would you like to be your own boss someday? While few young people go into business just after high school, you might consider owning your own business in your long-range plans. Once you've developed sufficient knowledge or skills in a field, you might consider buying an existing business or becoming an entrepreneur, starting your own business. A business might be in your future if you:

- can work independently or with others,
- are self-motivated,
- want to express your creative ideas,
- want financial independence,
- are willing to work very hard,
- can learn skills needed for good business management.

Whether you become a carpenter or an accountant, a tile-setter or a travel agent, work experience will be essential to developing needed skills. Experience usually follows formal education or thorough on-the-job training. Starting a business may then become an option when you have an idea for a service or product which might fill a need.

Ownership generally requires education, experience and money for financing the business. Businesses which might be started with limited cash include:

- **personal services** - catering, house-cleaning, lawn-care, and baby-sitting services;
- **crafts** - creating artistic works or repairing small appliances, furniture or clothing;
- **instructional services** - in languages, music or dance;
- **products** - foods, clothing or gifts;
- **party sales** - cookware, cosmetics, clothes or plastic goods.

Careful planning, based on good information is the key to success when you start a business. You need to know about the market for your service or product, the sources of needed financing and the regulations you must follow.

Kentucky Small Business Development Centers, located in cities across the Commonwealth, offer counseling and training to small business owners.

Bellarmine College - 502/574-4770
Eastern Kentucky University - 606/622-1384
Morehead State University - 606/783-2895
Murray State University - 502/762-2856
Northern Kentucky University - 606/572-6524
Southeast Community College - 606/242-4514
University of Kentucky - 606/257-7666

Service Corps of Retired Executives (SCORE), an organization of more than 12,000 business executives, will volunteer time to provide training and counseling to small business owners. Other resources are state or regional development agencies, schools and libraries.

The Department for Economic Development, Business Information Clearinghouse Division, publishes *Kentucky Enterprise*, an excellent guide to starting or expanding your business in Kentucky. For a copy, call 800/626-2250.

Source:

Small Business Administration and Apple Computer, Inc., "Focus on the Facts: Information...the Key to Success."

Is Marriage a Career?

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You may expect a wedding cake in *your* future — sooner, not later. From the time you were a little girl, playing dolls, you may have seen yourself getting married, settling down, staying home, having children — and living happily ever after.

Without a doubt, there can be much value and happiness in being a part of a traditional family — father working, mother at home taking care of her husband and children. Still, if this is your dream, your plan, then it's time for some straight talk about family life in today's world.

The number of standard, traditional households has dropped greatly because of divorce, people marrying later and women having children outside of marriage. Did you know that fewer than one in four households today fit the traditional picture of a married couple with one or more children under 18? Fewer still fit the image of families you see in old sit-coms like "Leave it to Beaver."

Only one in ten households consist of father working and mother at home with the children. In most families, Mom as well as Dad need to work to pay the rent or mortgage, buy the groceries, the clothes, the car and the medical care a family needs.

Things get even tougher if you have a baby outside of marriage or if you experience an early marriage and divorce. Studies tell us that "the face of poverty in Kentucky today is most likely to be a single, probably young, woman and her children." This happens because young Kentucky women are more likely than teenagers in other states to have an adolescent pregnancy, to leave high school before graduating, to be unemployed or to work for very low wages.

The "face of poverty" doesn't have to be *your* face. You can help give yourself a brighter future by:

- staying in school and graduating;
- setting a goal of preparing yourself for a career *in addition* to marriage and a family;
- getting the training to develop skills for that career.

Your life will be easier — and happier, if you know you have the work skills needed to live independently or to contribute to your family's income if you choose or need to do so. Without those skills, you may find yourself in a "McJob." Those jobs, generally paying minimum wages, may beat unemployment, but they won't get you above the poverty line.

Source:

Associated Press, "Change in the American Family: Now Only 1 in 4 Is Traditional," in the New York Times, January 30, 1991.

Lorraine Garkovich, "The Feminization of Poverty," University of Kentucky, 1989.

Postsecondary Educational Institutions

The following list contains basic information provided by the Kentucky Higher Education Assistance Authority (KHEAA) about degree-granting institutions, community and technical schools and proprietary trade schools in Kentucky. For complete profiles on these institutions, including costs, financial aid programs and other information, consult *Getting In*, published by KHEAA and available at school or public libraries, from your high school guidance counselor, or visit their website at http://www.kheaa.com.

Degree-Granting Institutions

Alice Lloyd College
Pippa Passes, KY 41844

Admission Information	606/368-6134
FAX	606/368-6215
Financial Aid Information	606/368-6-59
E-mail	admissions@alicelloyd.edu
WWW address	http://www.alicelloyd.edu
Private, four-year college	
Enrollment:	502
Rural, Knott County	
*Total expenses, in-state (exceptions apply)	$11,655

Asbury College
Wilmore, KY 40390

Admission Information	800/888-1818
FAX	606/858-3921
Financial Aid Information	800/823-4502 or 606/858-3511 ext. 2195
E-mail	admissions@asbury.edu
WWW address	http://www.asbury.edu
Private, four-year college	
Enrollment:	1,286
Rural, Jessamine County	
*Total expenses, in-state	$18,775

Ashland Community College
1400 College Drive
Ashland, KY 41101-3683

Admission Information	606/329-2999
FAX	606/325-9403
Financial Aid Information	606/329-2999
FAX	606/325-2346
E-mail	martha.persiinger@kctcs.net
WWW address	http://www.ashcc.kctcs.net
Public, two-year community college	
Enrollment:	2,231
Rural, Boyd County	
*Total expenses, in-state	$8,006

Bellarmine College
Newburg Road
Louisville, KY 40205-0671

Admission Information	800/274-4723 502/452-8131
Financial Aid Information	502/452-8131
FAX	502/452-8002
E-mail	tsturgeom@bellarmine.edu
WWW address	http://www.bellarmine.edu
Private, four-year college	
Enrollment:	2,301
Suburban, Jefferson County	
*Total expenses, in-state	$18,590

Berea College
Berea, KY 40404

Admission Information	606/986-9341 ext. 5083 800/326-5948
FAX	606/986-7476
Financial Aid Information	606/986-9341 ext. 5313
E-mail	admissions@berea.edu
WWW address	http://www.berea.edu
Private, Four-year college	
Enrollment:	1,486
Rural, Madison County	
*Total expenses, in-state	$21,830*

*Total tuition cost of $14,400 guaranteed through government and institutional fiinancial aid programs.

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* *Total expenses, in-state: tuition and fees, room and board, books, personal expenses, and transportation. Room and board not available at community colleges.*

Brescia University

717 Frederica Street
Owensboro, KY 42301-3023

Admission Information	270/686-4241 800/264-1234
Financial Aid Information	270/686-4290
FAX	270/686-4266
E-mail	admissions@brescia.edu
WWW address	http://www.brescia.edu
Private, Four-year	
Enrollment:	788
Urban, Daviess County	
*Total expenses, in-state	$15,298

Campbellsville University

1 University Drive
Campbellsville, KY 42718-2799

Admission Information	502/789-5220
Financial Aid Information	502/789-5013 800/264-6014
E-mail	admissions@campbellsvil.edu
WWW address:	http://www.campbellsvil.edu
Private, Four-year University	
Enrollment:	1,660
Rural, Taylor County	
*Total expenses, in-state	$14,800

Centre College

600 West Walnut Street
Danville, KY 40422

Admission Information	606/238-5350 800/423-6236
Financial Aid Information	606/238-5365
FAX	606/238-5373
E-mail	admissions@centre.edu
WWW address:	http://www.centre.edu
Private, Four-year College	
Enrollment:	1,052
Rural, Boyle County	
*Total expenses, in-state	$23,000

Cumberland College

Williamsburg, KY 40769

Admission Information	800/343-1609
Financial Aid Information	606/549-2200 ext. 4220 800/532-0828
E-mail	admiss@cc.cumber.edu.us
WWW address:	http://www.cumber.edu
Private, Four-year	
Enrollment:	1,696
Rural, Whitley County	
*Total expenses, in-state	$15,556

Draughons Junior College

2424 Airway Drive
Bowling Green, KY 42103

Admission Information	270/843-6750
Financial Aid Information	270/843-6750
FAX:	270/843-6976
E-mail	DJCBG97@aol.com
Degree-granting proprietary	
Enrollment:	200
Suburban, Warren County	
*Total expenses, in-state	$9,585

Eastern Kentucky University

Richmond, KY 40475

Admission Information	606/622-2106
FAX	606/622-1020
Financial Aid Information	606/622-2361
E-mail	admgrisby@acs.eku.edu
WWW address:	http://www.eku.edu
Public, Four-year university	
Enrollment:	15,402
Rural, Madison County	
*Total expenses, in-state	$8,030

Elizabethtown Community College

600 College Street Road
Elizabethtown, KY 42701

Admission Information	270/769-1632
Financial Aid Information	270/769-2371
FAX	270/769-0736
Email	betty.pierce@kctcs.net
WWW address:	http://www.kctcs.net/ communitycolleges/eli
Public, Two-year Community College	
Enrollment:	3,595
Rural, Hardin County	
*Total expenses, in-state	$8,006

Fugazzi College

407 Marquis Avenue
Lexington, KY 40502

Admission Information	606/266-0401
Financial Aid Information	606/266-0401
Degree-granting proprietary	
Enrollment:	150
Urban, Fayette County	
*Total expenses, in-state	$15,768

** Total expenses, in-state: tuition and fees, room and board, books, personal expenses, and transportation.*
Room and board not available at community colleges.

Georgetown College
400 East College Street
Georgetown KY 40324-1696

Admission Information	502/863-8009
Financial Aid Information	502/863-8027 800/788-9985
E-mail	admissions@georgetowncollege.edu
WWW address	http://www.georgetowncollege.edu
Private, four-year, Baptist	
Enrollment:	1,356
Suburban, Scott County	
*Total expenses, in-state	$18,090

Hazard Community College [1]
One Community College Drive
Hazard, KY 41701

Admission Information	606/436-5721 ext 8040
Financial Aid Information	606/436-5721 ext 270 800/246-7521
E-mail	rosemary.ewen@kctcs.net
WWW address	http://www.hazcc.kctcs.net
Public, two-year community college	
Enrollment:	2,224
Rural, Perry and Breathitt Counties	
*Total expenses, in-state	$8,006

1 **Knott County Branch** 606/785-4114
Hindman, KY 41822
Lees College Campus
Jackson, KY 41339 606/666-7521

Henderson Community College
2660 South Green Street
Henderson, KY 42420

Admission Information	270/830-5354
Financial Aid Information	270/830-5269
E-mail	teresa.hamilton@kctcs.net
WWW address	http://www.hencc.kctcs.net
Public, two-year community college	
Enrollment:	1,025
Rural, Henderson County	
*Total expenses, in-state	$8,006

Hopkinsville Community College
North Drive, P.O. Box 2100
Hopkinsville, KY 42241-2100

Admission Information	270/886-3921
FAX	270/886-0237
Financial Aid Information	270/886-3921
E-mail	sara.wood@kctcs.net
WWW address	http://www.hopcc.kctcs.net
Public, two-year community college	
Enrollment:	2,524
Suburban, Christian County	
*Total expenses, in-state	$8,006

ITT Technical Institute
10509 Timberwood Circle, Suite 100
Louisville, KY 40223-5392

Admission Information	502/327-7424
Financial Aid Information	502/327-7424
FAX	502/327-7624
Degree-granting proprietary	
Enrollment:	287
Urban, Jefferson County	
*Total expenses, in-state	$16,743

Institute of Electronic Technology
509 South 30th Street
P.O. Box 8252
Paducah, KY 42001

Admission Information	270/444-9676
Financial Aid Information	270/444-9676 800/995-4438
FAX	270/441-7202
WWW address	http://www.jet.ky.com
Degree-granting proprietary	
Enrollment:	145
Rural, McCracken County	
*Total expenses, in-state	$10,931

Jefferson Community College [1]
Downtown Campus
109 East Broadway
Louisville, KY 40202

Admission Information	502/935-9840 ext 3202
Financial Aid Information	502/584-0181 ext 2137
FAX	502/584-0181 ext 2498
E-mail	stephanie.paulmann@kctcs.net
WWW address	http://www.jcc.kctcs.net
Public, two-year community college	
Enrollment:	8,667
Urban, Jefferson County	
*Total expenses, in-state	$8,006

1 **Southwest Campus**
100 Community College Drive
Louisville, KY 40272

Admission information	502/935-9840
Financial aid information	502/935-9840

Carrollton Campus
324 Main Street
Carrollton, KY 41008

Admission information	502/732-4846 800/853-3887

** Total expenses, in-state: tuition and fees, room and board, books, personal expenses, and transportation.*

[1] *Room and board not available at community colleges.*

Kentucky Career Institute[1]

8095 Connector Drive
P.O. Box 143
Florence, KY 41022-0143

Admission information	606/371-9393
Financial aid information	606/371-9393
FAX	606/371-5096
Two-year proprietary	
Enrollment:	258
Urban, Boone County	
*Total expenses, in-state	$12,380

[1] **Branch Campus:**
4400 Breckinridge Lane
Louisville, KY 40218 502/495-1040

Kentucky Christian College

100 Academic Parkway
Grayson, KY 41143-2205

Admission Information	606/474-3000 ext. 3266 800/522-3181
Financial Aid Information	606/474-3226
FAX	606/474-3155
E-mail	jbender@email.kcc.edu
WWW address	http://www.kcc.edu
Private, four-year	
Enrollment:	568
Rural, Carter County	
*Total expenses, in-state	$14,074

Kentucky College of Business[1]

628 East Main Street
Lexington, KY 40508

Admission Information	606/253-0621
Financial Aid Information	606/253-0621
FAX	606/233-3054
Degree-granting proprietary	
Enrollment:	995
Urban, Fayette County	
*Total expenses, in-state	$12,064

[1] **Branch campuses: Danville, Florence, Louisville, Pikeville and Richmond.**

Kentucky Mountain Bible College

Box 10
Vancleve, KY 41385

Admission Information	800/TRY-KMBC ext. 221
FAX	606/666-7744
Financial Aid Information	606/666-5000 ext. 234
E-mail	kmbc@kmbc.edu
WWW address	http://www.kmbc.edu
Private, four-year	
Enrollment:	83
Rural, Breathitt County	
*Total expenses, in-state	$8,750

Kentucky State University

East Main Street
Frankfort, KY 40601

Admission Information	502/227-6813
Financial Aid Information	502/227-5960
FAX	502/227-6239
WWW address	http://www.kysu.edu
Public, four-year university	
Enrollment:	2,288
Urban, Franklin County	
*Total expenses, in-state	$8,146

Kentucky Wesleyan College

3000 Frederica Street
Owensboro, KY 42302-1039

Admission Information	800/999-0592
Financial Aid Information	270/926-3111
FAX	270/926-3196
E-mail	admission@kwc.edu
WWW address	http://www.kwc.edu
Private, four-year college	
Enrollment:	777
Suburban, Daviess County	
*Total expenses, in-state	$16,890

Lexington Community College

Oswald Building, Cooper Drive
Lexington, KY 40506-0235

Admission Information	606/257-4872
Financial Aid Information	606/257-4872
FAX	606/257-6274
E-mail	mbarl2@pop.uky.edu
WWW address	http://www.uky.edu/LCC
Public, two-year community college	
Enrollment:	6,118
Urban, Fayette County	
*Total expenses, in-state	$8,782

Lindsey Wilson College

210 Lindsey Wilson Street
Columbia, KY 42728

Admission Information	270/384-8100 800/264-0138
Financial Aid Information	270/384-8022
FAX	270/384-8200
E-mail	millerk@lindsey.edu
WWW address	http://www.lindsey.edu
Private, four-year college	
Enrollment:	1,463
Rural, Adair County	
*Total expenses, in-state	$15,504

** Total expenses, in-state: tuition and fees, room and board, books, personal expenses, and transportation. Room and board not available at community colleges.*

Louisville Technical Institute

3901 Atkinson Drive
Louisville, KY 40218

Admission Information	800/844-6528 502/456-6509
Financial Aid Information	502/456-6509
FAX	502/456-2341
E-mail	dk-lti@mindspring.com
Degree-granting proprietary technical school	
Enrollment:	580
Suburban, Jefferson County	
*Total expenses, in-state	$16,478

Madisonville Community College

2000 College Drive
Madisonville, KY 42431

Admission Information	270/821-2250
Financial Aid Information	270/821-2250
FAX	270/825-8553
E-mail	joelle.bachman@kctcs.net
WWW address	http;//www.madcc.kctcs.net
Public, two-year community college	
Enrollment:	1,850
Suburban, Hopkins County	
*Total expenses, in-state	$8,006

Maysville Community College

1755 U.S. 68
Maysville, KY 41056

Admission Information	606/759-5818
Financial Aid Information	606/759-5818
FAX	606/759-7174
E-mail	pkkimb0@.uky.edu
WWW address	http://www.kctcs.net/ communitycollege/MAY
Public, two-year community college	
Enrollment:	1,246
Rural, Mason County	
*Total expenses, in-state	$8,006

McKendree College[1]

11850 Commonwealth Drive
Louisville, KY 40299

Admission Information	502/266-6696
Financial Aid Information	502/266-6696
FAX	502/267-4340
E-mail	mpullem@atlas.mckendree.edu
WWW address	http://www.mckendree.edu
Four-year private college	
Enrollment:	685
Suburban, Jefferson County	
*Total expenses, in-state	$11,016

[1] **Radcliff Campus** 270/351-5003
Radcliff, KY 40160

Mid-Continent College

99 Powell Road East
Mayfield, KY 42066

Admission Information	800/232-4662
Financial Aid Information	800/232-4662
FAX	270/247-3115
Private, four-year college	
Enrollment:	168
Rural, Graves County	
*Total expenses, in-state	$9,008

Midway College

512 E. Stephens Street
Midway, KY 40347-1120

Admission Information	606/846-5346 800/755-0031
Financial Aid Information	606/846-5410
FAX	606/846-5823
Email	kstatler@midway.edu
WWW address	http://www.midway.edu
Private, four-year college	
Enrollment:	974
Rural, Woodford County	
*Total expenses, in-state	$16,502

Morehead State University

University Boulevard
Morehead, KY 40351

Admission Information	606/783-2000 800/585-6781
Financial Aid Information	606/783-2011
FAX	606/783-5038
E-mail	admissions@morehead-st.edu
WWW address	http://www.morehead-st.edu
Public, four-year university	
Enrollment:	8,306
Rural, Rowan County	
*Total expenses, in-state	$7,340

Murray State University

Murray, KY 42071-0009

Admission Information	800/272-4678
Financial Aid Information	270/762-2546
FAX	270/762-3116
E-mail	phil.bryan@murraystate.edu
WWW address	http://www.murraystate.edu
Public, four-year university	
Enrollment:	8,903
Rural, Calloway County	
*Total expenses, in-state	$8170

** Total expenses, in-state: tuition and fees, room and board, books, personal expenses, and transportation. Room and board not available at community colleges.*

Northern Kentucky University
Louie B. Nunn Drive
Highland Heights, KY 41099-7010

Admission Information	800/637-9948
FAX	606/572-5566
Financial Aid Information	606/572-[illegible]143
E-mail	admitnku@nku.edu
WWW address	http://www.nku.edu
Public, four-year university	
Enrollment:	11,900
Suburban, Campbell County	
*Total expenses, in-state	$8,358

Owensboro Community College
4800 New Hartford Road
Owensboro, KY 42303-1899

Admission Information	270/686-4463
Financial Aid Information	270/686-4414
FAX	270/686-4496
E-mail	diane.garrard@kctcs.net
WWW address	http://www.owecc.uky.edu
Public, two-year community college	
Enrollment:	2,314
Suburban, Daviess County	
*Total expenses, in-state	$8,006

Owensboro Junior College of Business
1515 East 18th Street
Owensboro, KY 42303

Admission Information	270/926-4040
Financial Aid Information	270/926-4040 800/960-4090
FAX	270/685-4090
Degree-granting proprietary	
Enrollment:	230
Suburban, Daviess County	
*Total expenses, in-state	$10,100

Paducah Community College
P.O. Box 7380
Paducah, KY 42002-7380

Admission Information	270/554-9200 ext. 6113
Financial Aid Information	270/554-9200 ext. 6112
FAX	270/554-6299
WWW address	http://www.kctcs.net/communitycolleges/pad
Public, two-year community college	
Enrollment:	3,032
Suburban, McCracken County	
*Total expenses, in-state	$8,006

Pikeville College
214 Sycamore Street
Pikeville, KY 41501

Admission Information	606/432-9322
Financial Aid Information	606/432-9382
FAX	606/432-9328
Private, four-year college	
Enrollment:	735
Rural, Pike County	
*Total expenses, in-state	$13,275

Prestonsburg Community College
One Bert T. Combs Drive
Prestonsburg, KY 41653

Admission Information	606/886-3863
Financial Aid Information	606/886-3863
FAX	606/886-6943
E-mail	gia.potter@kctcs.net
WWW address	http://www.kctcs.net/communitycolleges/pre
Public, two-year community college	
Enrollment:	2,371
Rural, Floyd County	
*Total expenses, in-state	$8,006

Saint Catharine College
2735 Bardstown Road
Saint Catharine, KY 40061

Admission Information	606/336-5082
In-state	800/599-2000
Financial Aid Information	606/336-5082 ext. 214
FAX:	606/336-5031
Private, two-year college	
Enrollment:	467
Rural, Washington County	
*Total expenses, in-state	$10,918

Somerset Community College
808 Monticello Road
Somerset, KY 42501

Admission Information	606/679-8501
Financial Aid Information	606/679-8501
FAX	606/676-9065
E-mail	omar.rogers@kctcs.net
WWW address	http://www.somcc.kctcs.net
Public, two-year community college	
Enrollment:	3,468
Rural, Pulaski County	
*Total expenses, in-state	$8,006

** Total expenses, in-state: tuition and fees, room and board, books, personal expenses, and transportation. Room and board not available at community colleges.*

Southeast Community College[1]

700 College Road
Cumberland, KY 40823

Admission Information	606/589-2145
Financial Aid Information	606/589-2145
FAX	606/589-5423
E-mail	cookie.baker@kctcs.net
WWW address	http://www.kctcs.net communitycolleges/sou
Public, two-year community college	
Enrollment:	2,227
Rural, Harlan County	
*Total expenses, in-state	$8,006
1 **Middlesboro Campus**	606/245-2145
Whitesburg Campus	606/633-0279

Southern Ohio College

309 Buttermilk Pike
Ft. Mitchell, KY 41017

Admission Information	606/341-5627
Financial Aid Information	606/341-5627 800/888-1445
FAX	606/341-6483
WWW address	http://www.socaec.com
Degree-granting proprietary college	
Enrollment:	208
Suburban, Kenton County	
*Total expenses, in-state	$16,586

Southwestern College of Business

2929 South Dixie Highway, Suite 2
Crestview Hills, KY 41017

Admission Information	606/341-6633
Financial Aid Information	606/341-6633
FAX	606/341-6749
Degree-granting proprietary college	
Enrollment:	120
Urban, Kenton County	
*Total expenses, in-state	$11,400

Spalding University

851 South Fourth Street
Louisville, KY 40203-2188

Admission Information	502/585-7111 ext. 265
Financial Aid Information	502/588-7185
FAX	502/585-7128
E-mail	admissions@spalding.edu
WWW address	http://www.spalding.edu
Private, four-year college	
Enrollment:	1,564
Urban, Jefferson County	
*Total expenses, in-state	$16,170

Spencerian College[1]

4627 Dixie Highway
Louisville, Ky 40216-2605

Admission Information	502/447-1000
Financial Aid Information	502/447-1000 800/264-1799
FAX	502/447-4574
Email	degray@spencerian.edu
Degree-granting proprietary college	
Enrollment:	423
Suburban, Kenton County	
*Total expenses, in-state	$16,359
1 **Lexington Campus**	800/456-3253

Sullivan College[1]

3101 Bardstown Road
Louisville, KY 40205

Admission Information	502/456-6505
Financial Aid Information	800/844-1354
FAX	502/454-4880
E-mail	admissions@.sullivan.edu
WWW	http://www.sullivan.edu
Degree-granting private proprietary	
Enrollment:	2,918
Suburban, Jefferson County	
*Total expenses, in-state	$15,949

1 **Branch campus: Lexington and extension at Fort Knox**

Thomas More College

333 Thomas More Parkway
Crestview Hills, KY 41017-3428

Admission Information	606/344-3332
Financial Aid Information	606/344-3319 800/825-4557
FAX	606-344-3638
E-mail	cantralk@thomasmore.edu
WWW address	http://www.thomasmore.edu
Private, four-year college	
Enrollment:	1,550
Suburban, Kenton County	
*Total expenses, in-state	$20,238

Transylvania University

300 North Broadway
Lexington, KY 40508

Admission Information	800/872-6798 606/233-8242
FAX	606/233-8797
Financial Aid Information	606/233-8239
E-mail	admissions@transy.edu
WWW address	http://www.transy.edu
Private, four-year college	
Enrollment:	1,028
Urban, Fayette County	
*Total expenses, in-state	$21,450

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* *Total expenses, in-state: tuition and fees, room and board, books, personal expenses, and transportation. Room and board not available at community colleges.*

Union College
310 College Street
Barbourville, KY 40906

Admission Information	800/489-8646
FAX	606/546-1217
Financial Aid Information	606/546-1223
E-mail	enroll@unionky.edu
WWW address	http://www.unionky.edu
Private, four-year college	
Enrollment:	985
Rural, Knox County	
*Total expenses, in-state	$15,440

University of Kentucky
Lexington, KY 40506-0054

Admission Information	606/257-2000
Financial Aid Information	606/257-3172
FAX	606/257-4398
WWW address	http://www.uky.edu
Public, four-year university	
Enrollment:	24,394
Urban, Fayette County	
*Total expenses, in-state	$10,306

University of Louisville
Belknap Campus
2301 South Third Street
Louisville, KY 40292

Admission Information	502/852-6531
Financial Aid Information	502/852-5511
FAX	502/852-0182
E-mail	admitme@ulkyvm.louisville.edu
WWW address	http://www.louisville.edu
Public, four-year university	
Enrollment:	20,857
Urban, Jefferson County	
*Total expenses, in-state	$13,560

Western Kentucky University
1 Big Red Way
Bowling Green, KY 42101

Admission Information	270/745-2551
Financial Aid Information	270/745-2755
FAX:	270/745-6133
E-mail	admission@wku.edu
WWW address	http://www.wku.edu
Public, four-year university	
Enrollment:	14,882
Suburban, Warren County	
*Total expenses, in-state	$7,970

KENTUCKY TECHNICAL COLLEGES

Ashland Technical College
4818 Roberts Drive
Ashland, KY 41102-9046
Admissions/Financial Aid Information
606/928-6427

Bowling Green Technical College
1845 Loop Drive
Bowling Green, KY 42101-3601
Admission/Financial Aid Information
270/746-7461
Glasgow Campus
1215 North Race Street
Glasgow, KY 42141
Admission/Financial Aid Information
270/651-5673

Central Kentucky Technical College
308 Vo-Tech Road
Lexington, KY 40511-2626
Admission/Financial Aid Information
606/246-2400
Anderson County Campus
1500 Bypass North, U.S. 127
Lawrenceburg, KY 40342-9465
Admissions/Financial Aid Information
502-839-8488

Danville Campus
1714 Perryville Road, Suite 110
Danville, KY 40422
Admission/Financial Aid Information
606/239-7030

Cumberland Valley Technical College
U.S. 25 East, P. O. box 187
Pineville, KY 40977

Admission/Financial Aid Information
606/337-3106
Harlan Campus
Harlan, KY 40831
Admission/Financial Aid Information
606/573-1506
Southeast Campus
Middlesboro, KY 40965-2265
Admission/Financial Aid Information
606/242-2145 ext. 2059

Elizabethtown Technical College
505 University Drive
Elizabethtown, KY 42701
Admission/Financial Aid Information
270/766-5133

Hazard Technical College
101 Vo-Tech Drive
Hazard, KY 41701
Admission/Financial Aid Information
606/435-6101

Jefferson Technical College
727 West Chestnut
Louisville, KY 40203
Admission/Financial Aid Information
502/595-4221

Kentucky Advanced Technology Center
1127 Morgantown Road
Bowling Green, KY 42101-9202
Admission /Financial Aid Information
270/746-7807

Laurel Technical College
235 S. Laurel Road
London, KY 40744
Admission/Financial Aid Information
606/864-7311

Madisonville Technical College
750 North Laffoon Street
Madisonville, KY 42431
Admission/Financial Aid Information
270/824-7552

Mayo Regional Technology Center
513 Third Street
Paintsville, KY 41240
Admission/Financial Aid Information
606/789-5321

Northern Kentucky Technical College
1025 Amsterdam Road
Covington, KY 41011-2098
Admission/Financial Aid Information
606/292-3920
Edgewood Campus
Edgewood, KY 41017
Admission/Financial Aid Information
606/341-5200
Highland Heights Campus
Highland Heights, KY 41076
Admission/Financial Aid Information
606/441-2010 ext. 227

Owensboro Technical College
1501 Frederica Street
Owensboro, KY 42301-3744
Admission/Financial Aid Information
270/687-7234
Daviess County Extension
Owensboro, KY 42303
Admission/Financial Aid Information
270/687-7260

Rowan Technical College
609 Viking Drive
Morehead, KY 40351
Admission/Financial Aid Information
606/783-1538 ext. 311

Somerset Technical College
230 Airport Road
Somerset, KY 42501
Admission/Financial Aid Information
606/677-4049

West Kentucky Technical College
Highway 62 West, P. O. Box 7408
Blandville Road
Paducah, KY 42002-7408
Admission/Financial Aid Information
270/554-4991

Area Technology Centers

Carroll County Area Technology Center
1704 Highland Avenue
Carrollton, KY 41008
Admission/Financial Aid Information
502/732-4479
Clay County Area Technology Center
Route 2, Box 256
Manchester, KY 40962
Admission/Financial Aid Information
606/598-2194

Corbin Area Technology Center
1909 South Snyder Avenue
Corbin, KY 40701

Admission/Financial Aid Information
606/528-5338

Knox County Area Technology Center
210 Wall Street
Barbourville, KY 40906

Admission/Financial Aid Information
606/546-5320

Letcher County Area Technology Center
610 Circle Drive
Whitesburg, KY 41858

Admission/Financial Aid Information
606/633-5053

Mason County Area Technology Center
646 Kenton Station Road
Maysville, KY 41056

Admission/Financial Aid Information
606/759-7101

Millard Area Technology Center
7925 Millard Highway
Pikeville, KY 41501

Admissions/Financial Aid Information
606/437-6059

Muhlenberg County Area Technology Center
201 Airport Road
Greenville, KY 42345

Admission/Financial Aid Information
502/338-1271

Rockcastle County Area Technology Center
P.O. Box 275
Mt. Vernon, KY 40456

Admission/Financial Aid Information
606/256-4346

Shelby County Area Technology Center
230 Rocket Lane
Shelbyville, KY 40065

Admission/Financial Aid Information
502/633-6554

The Area Technology Centers listed below may enroll postsecondary students on a limited basis. (Also included are Area Vocational Education Centers (indicated by an asterisk*) which are governed by local school boards and are not part of the Kentucky Community and Technical College System.) Check with these schools to see if they offer any courses for students who have their high school diploma or an equivalent diploma.

Allen County Area Vocational Education Center*
Phone: 502/622-4711

Ballard County Area Vocational Education Center*
Phone: 502/665-5112

Barren County Area Technology Center
Phone: 502/651-2196

Belfry Area Technology Center
Phone: 606/353-4951

Bell County Area Technology Center
Phone: 606/337-3094

Boone County Area Technology Center
Phone: 606/689-7855

Breathitt County Area Technology Center
Phone: 606/666-5153

Breckinridge County Area Technology Center
Phone: 502/756-2139

Bullitt County Area Technology Center
Phone: 502/543-7018

Caldwell County Area Technology Center
Phone: 502/365-5563

Casey County Area Technology Center
Phone: 606/787-6241

Christian County Area Technology Center
Phone: 502/886-3734

Clark County Area Technology Center
Phone: 606/744-1250

Clinton County Area Technology Center
Phone: 606/387-6448

Fulton County Area Technology Center
Phone: 502/236-2517

Garrard County Area Technology Center
Phone: 606/792-2144

Garth Area Technology Center
Phone: 606/285-3088

Grayson County Area Vocational Ed. Center*
Phone: 502/259-3195

Green County Area Technology Center
Phone: 502/932-4263

Greenup County Area Technology Center
Phone: 606/473-9344

Harrison County Area Technology Center
Phone: 606/234-5286

Harrodsburg Area Technology Center
Phone: 606/734-9329

Henderson County Area Technology Center
Phone: 502/827-3810

Knott County Area Technology Center
Phone: 606/785-5350

Lee County Area Technology Center
Phone: 606/464-5018

Leslie County Area Technology Center
Phone: 606/672-2859

Madison County Area Technology Center
Phone: 606/624-4520

Marion County Area Technology Center
Phone: 502/692-3155

Marshall County Area Vocational Ed. Center*
Phone: 502/527-8648

Martin County Area Technology Center
Phone: 606/298-3879

Mayfield/Graves County Area Technology Center
Phone: 502/247-4710

McCormick Area Technology Center
Phone: 606/635-4101

Meade County Area Technology Center
Phone: 502/422-3955

Monroe County Area Technology Center
Phone: 502/487-8261

Morgan County Area Technology Center
Phone: 606/743-4321

Murray/Calloway Area Technology Center
Phone: 270/753-1870

Nelson County Area Technology Center
Phone: 502/348-9096

Ohio County Area Technology Center
Phone: 502/274-9612

Oldham County Area Technology Center
Phone: 502/222-0131

Paducah Area Technology Center
Phone: 270/443-6592

Patton Area Technology Center
Phone: 606/341-2266

Phelps Area Technology Center
Phone: 606/456-8136

Russell Area Technology Center
Phone: 606/836-1256

Russell County Area Technology Center
Phone: 502/866-6175

Russellville Area Technology Center
Phone: 502/726-8432

Wayne County Area Technology Center
Phone: 606/348-8424

Webster County Area Technology Center
Phone: 502/639-5035

Non-Degree Proprietary (Trade) Schools

Computer Education Services
981 South Third Street
Suite 106
Louisville, KY 40203
Phone: 502/583-2860

Donta School of Beauty Culture
8314 Preston Highway
Louisville, KY 40219
Phone: 502/968-3601

Elizabethtown Beauty School
308 North Miles Street
Elizabethtown, KY 42701
Phone: 270/765-2118

Kentucky Career Institute
4400 Breckinridge Lane, Suite 415
Louisville, KY 40218
Phone: 502/495-1040

Kaufman Beauty School
701 East High Street
Lexington, KY 40502
Phone: 606/266-2024

Mr. Jim's Beauty College
1230 Carter Road
Owensboro, KY 42301
Phone: 270/684-3505

Roy's of Louisville Beauty Academy
151 Chenoweth Lane
Louisville, KY 40207
Phone: 502/897-9401

The Computer School
820 Lane Allen Road
Lexington, KY 40504-3606
Phone: 606/276-1929

The Hair Design School
4160 Bardstown Road
Louisville, KY 40218
Phone: 502/491-0186
800/851-1197

The Hair Design School
7285 Turfway Rd.
Florence, KY 41042
Phone: 606/283-2690
800/851-1197

The Hair Design School
640 Knox Blvd.
Radcliff, KY 40160
Phone: 270/351-4473
800/851-1197

The Health Institute of Louisville
612 South Fourth Street, Suite 400
Louisville, KY 40202
Phone: 502/580-3660

Trend Setters' Academy of Beauty[1] Culture, Inc.
7283 Dixie Highway
Louisville, KY 40258
Phone: 502/937-6704

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[1] **Branch:**
622 B Westport Road
Elizabethtown, KY 42701
Phone: 270/765-5243

Kentucky Public Institutional Admission Requirements*

Kentucky residents who are first-time freshmen

Institution	Two-year colleges or Associate Degree programs at four-year colleges: Graduation/High School or GED	ACT	Pre-College Curriculum	Baccalaureate programs at public institutions: Graduation/High School or GED	ACT	Pre-College Curriculum	Limited exceptions to PCC	Additional Institutional Requirements
Eastern Kentucky University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	At least two of the following ACT scores: English =>16; math =>18; composite => 18.
Kentucky State University	Yes	Yes Recommended	Yes	Yes	Yes	Yes	Yes	A minimum score of 430 on institutional formula using ACT score & high school GPA
Morehead State University	Yes	Yes	No	Yes	Yes	Yes	Yes	A minimum score of 400 on institutional formula using ACT score, high school GPA, and minimum ACT of 14
Murray State University	Yes	Yes	No	Yes	Yes	Yes	Yes	ACT 18 and upper half of high school class and PCC for students entering after Fall 1995
Northern Kentucky University	Yes	Yes	No	Yes	Yes	Yes	Yes	None
University of Kentucky	—	—	—	Yes	Yes or SAT	Yes	Yes	Algebra II, Biology plus Chemistry or Physics; Competitive Admissions, h.s. preparation
UKCCS	Yes	Yes	No	—	—	—	—	—
University of Louisville	Yes	Yes or SAT	Yes	Yes	Yes or SAT	Yes	Yes	Variable ACT or SAT scores and high school GPA by college
Western Ky. University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	ACT 12.0 or 2.5 high school GPA

* Majors with selective admissions will have additional requirements beyond these institutional requirements.

Kentucky Independent Institutional Admission Requirements*

Kentucky residents who are first-time freshmen

Institution	Two-year colleges or Associate Degree programs at four-year colleges			Baccalaureate programs at independent colleges				
	Graduation/High School or GED	ACT	Pre-College Curriculum	Graduation/High School or GED	ACT	Pre-College Curriculum	Limited exceptions to PCC	Additional Institutional Requirements
Alice Lloyd College	—	—	—	Yes	Yes	Recommended Not Required	Yes	2.25 academic average minimum ACT 17, SAT 830 minimum 12 academic units
Asbury College	—	—	—	Yes	Yes	Yes	Yes	Upper half of high school class ACT 22+ or SAT 1030
Bellarmine College	—	—	—	Yes	Yes or SAT	Yes	No	Upper half of high school class; ACT 21+/SAT 1000 GPA 2.5
Berea College	—	—	—	Yes	Yes	Recommended, not required	—	Must meet financial need guidelines - no exceptions ACT 17+/SAT verbal 430+
Brescia University	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Upper half of high school class ACT 18+; GPA 2.5
Campbellsville University	Yes	Yes or SAT	Recommended	Yes	Yes or SAT	Recommended, not required	Yes	Minimum ACT 19/SAT 720; minimum GPA 2.0; preference to those with PCC & top 50%
Cumberland College	—	—	—	Yes	Yes	No	No	ACT 18 or better SAT 870 or better
Centre College	—	—	—	Yes	Yes or SAT	Yes	No	Competitive admission requirements depend on profile of applicants
Georgetown College	—	—	—	Yes	Yes or SAT	Yes	Yes	Preference to those with PCC; top 50% of high school class; ACT 20+
Kentucky Christian College	—	—	—	Yes	Yes or SAT	Yes	Yes	—

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* Majors with selective admissions will have additional requirements beyond these institutional requirements.

Kentucky Independent Institutional Admission Requirements* (cont.)

Kentucky residents who are first-time freshmen

Institution	Two-year colleges or Associate Degree programs at four-year colleges: Graduation/High School or GED	ACT	Pre-College Curriculum	Baccalaureate programs at independent colleges: Graduation/High School or GED	ACT	Pre-College Curriculum	Limited exceptions to PCC	Additional Institutional Requirements
Kentucky Wesleyan College	--	--	--	Yes	Yes or SAT	Yes	Yes	Preference to those with PCC; ACT 19; top 50% of high school class
Lindsey Wilson College	Yes	Yes or SAT	Recommended	Yes	Yes	No	Yes	None
Midway College	Yes	Yes or SAT	Recommended	Yes	Yes or SAT	Recommended	NA	ACT 18+/SAT 860+ & 2.2 GPA; (2.0 for transfers) some programs have additional requirements
Pikeville College	Yes	Yes	No	Yes	Yes	No	Yes	None
St. Catharine College	Yes	Yes	No	--	--	--	--	---
Spalding University	--	--	--	Yes	Yes or SAT	Yes	Yes	Top 50%; GPA 2.5; ACT 19
Thomas More College	Yes	Yes	Yes	Yes	Yes or SAT	Yes	Yes	---
Transylvania University	--	--	--	Yes	Yes or SAT	Recommended	--	Competitive admission-preference to those in top 10% of high school class
Union College	Yes or SAT	Yes	Recommended	Yes	Yes	Yes	Yes	Preference to those with PCC; GPA of 2.3+; ACT 17; SAT 820

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* Majors with selective admissions will have additional requirements beyond these institutional requirements.

Selecting a special field of study not offered in Kentucky?

Consider the Academic Common Market

What is the Academic Common Market?

The Academic Common Market is helping students in southern states, including Kentucky, to cut the costs of undergraduate and graduate study at out-of-state institutions.

When you are interested in a major which is not offered at a public university in Kentucky, you may find what you need through the Academic Common Market. The arrangements which have been made between institutions in 15 states of the Southern Regional Education Board allow students to pay tuition at that institution's "in-state" rate while attending as a student at an out-of-state school.

Look for it on the Web at:
http://www.cpe.state.ky.us

There are only two requirements:

1. Acceptance in a program to which Kentucky has made arrangements to send its students.
2. Proof that you are a legal resident of Kentucky.

Write directly to the institution for admissions information. After you've been accepted, contact your state coordinator for certification of residency.

State Coordinator for the Academic
Common Market
Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601-8204
502/573-1555 - Fax 502/573-1535
E-mail: barbara.cook@mail.state.ky.us

Programs available at in-state rates for residents of Kentucky

(Subject to change)

Baccalaureate Programs

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Program	Degree	Institution
Actuarial Science	BA	Frostburg State University
Actuarial Science	BS	Frostburg State University
Aeronautical and Industrial Technology	BS	Tennessee State University
Aerospace (Maintenance, Technology, Flight Dispatch and Traffic Control)	BS	Middle Tennessee State University
Aerospace Engineering	BS	Auburn University (AL)
Aerospace Engineering	BS	Mississippi State University
Aerospace Engineering	BSAE	University of Alabama
Aerospace Engineering	BSAE	University of Tennessee/Knoxville
Aerospace Engineering	BS	Virginia Polytechnic Institute & State University
Aerospace Engineering/Mechanical Eng.	BS	West Virginia University
American Indian Studies	BA	University of Science & Arts of Oklahoma
Art History	BA	University of Alabama
Aviation Technology (Maintenance)	BSAT	Fairmont State College
Broadcast Meteorology	BSG	Mississippi State University
Cartography	BS	East Central University (OK)
Chemical Engineering (Environmental Chemical)	BSCE	Auburn University (AL)
Chinese Language and Literature	BA	University of Maryland, College Park
Commercial Music	BM	University of Memphis (TN)
Communication (Film and Video Production)	BA	University of Memphis (TN)
Continental European Studies	BA	University of Delaware
Culinary Arts	BS	Nicholls State University
Dance	BA	Radford University (VA)
Dance	BS	Radford University (VA)
Dance	BA	University of Alabama
Dance	BFA	University of Southern Mississippi
Dance (Ballet)	BFA	Radford University (VA)
Dance (Contemporary)	BFA	Radford University (VA)
East Asian Studies	BA	University of Delaware

EDUCATION PAYS

Program	Degree	Institution
Engineering - Naval Architecture & Marine Eng.	BS	University of New Orleans
Engineering Science (Biomedical Engineering)	BSEE	University of Tennessee/Knoxville
Engineering Technology (Eng. Graphic Design)	BS	East Tennessee State University
Environmental Engineering	BSEE	Louisiana State University
Environmental Science and Policy	BA/BS	University of Maryland, College Park
Extracorporeal Circulation Technology	BSECT	Medical University of South Carolina
French (Language and World Business)	BA	University of Tennessee, Knoxville
Funeral Service	BS	University of Central Oklahoma
Genetics	BS	University of Georgia
Geological Engineering	BSGE	University of Mississippi
German Language and World Business	BA	University of Tennessee, Knoxville
Historic Preservation	BA	Mary Washington College
Individual Studies (Commercial Aviation)	BPS	University of Memphis (TN)
Industrial Design	BID	Auburn University (AL)
Industrial Hygiene	BS	University of North Alabama
Industrial Technology (Concrete Industry Mgt.)	BS	Middle Tennessee State University
International Trade and Finance	BS	Louisiana State University
Japanese Language and Literature	BA	University of Georgia
Logistics and Transportation	BSBA	University of Tennessee/Knoxville
Marine Science	BS	Coastal Carolina University (SC)
Marine Science	BS	University of Alabama
Marine Science	BS	University of South Carolina
Marketing International	BSCBA	University of Alabama
Mass Communications (Radio/TV - Digital Animation)	BS	Middle Tennessee State University
Mechanical Engineering (Aerospace)	BSE	University of Alabama/Huntsville
Meteorology	BS	Jackson State University
Meteorology	BSM	University of Oklahoma
Middle East Studies	BA	University of Arkansas
Music (Music Business Concentration)	BM	Radford University
Music (Music Industry)	BM	Middle Tennessee State University
Nuclear Engineering	BSNE	University of Tennessee/Knoxville
Optical Engineering	BSE	University of Alabama/Huntsville
Petroleum and Natural Gas Engineering	BSPNGE	West Virginia University
Petroleum Engineering	BS	Louisiana State University
Photography	BFA	University of Georgia
Physical Education (Sports Communication Option)	BA	Marshall University (WV)
Recording Industry	BS	Middle Tennessee State University
Retail and Consumer Sciences	BSHE	University of Tennessee at Knoxville
Social Science/Geomatics	BS	Troy StateUniversity
Spanish (Language and World Business)	BA	University of Tennessee/Knoxville
Surgeon's Assistant	BS	University of Alabama at Birmingham
Surveying and Mapping Science	BS	East Tennessee State University
Textile Chemistry	BS	Auburn University
Textile Engineering	BS	Auburn University
Urban Forestry and Natural Resources	BS	Southern University and A&M College
Urban Systems Engineering	BS	George Mason University
Visual and Performing Arts, Film Emphasis	BA	University of Maryland/Baltimore County
Wood Science and Forestry Products-Wood Products	BS	Virginia Polytechnic Institute & State University
Zoology	BS	Auburn University

Services for Students with Disabilities

Kentucky colleges and universities provide many services for students with disabilities. Some regularly offer a range of services while others will make arrangements on the basis of individual need, if resources are available.

Colleges must have *advance notice* if you will need a housing assignment, a classroom relocation, or any support service. You may be eligible for assistance from the Department of Vocational Rehabilitation or the Department for the Blind and should consult with them as you apply to school so that they can assess your needs and decide the appropriate response.

All colleges now provide:

- architecturally accessible buildings including modified housing facilities
- parking for handicapped persons
- developmental courses in English, reading and study skills
- library assistance

Specific services which may be arranged on Kentucky campuses include reading and study skills and extended test-taking time. Investigate thoroughly the availability of support services as you choose a college or university.

Services for students with visual impairments

Taped textbooks through Recordings for the Blind
Taped syllabi
Large print books
Computers with voice synthesizer
Electronic visual aids and hearing devices
Kurzweil Reading Machines
Braille printer
Assistance with locating readers
Scribes and proctors for tests
Alternative testing procedures
Extended test-taking time

Services for students with impaired mobility

Handicapped parking
Volunteer notetakers
Extended test-taking time
Alternative testing procedures
Attendant Care Program for students with severe disabilities who need assistance with daily living, coordinated by Department of Vocational Rehabilitation
Scribes and proctors for tests
Tutoring*
Personal and career counseling*

Services for students with hearing impairment

- Volunteer and/or paid notetakers
- Duplication of class notes
- Signing and oral interpreter
- Computer lab
- TDD telephones (telecommunications device for the deaf)
- Alternative testing procedures
- Tutoring services*
- Personal and career counseling*

Services for students with learning disabilities

- Test proctors
- Extended test-taking time
- Alternative testing procedures
- Assistance with locating paid and volunteer and/or paid readers
- Taped texts (Readers for the Blind)
- Taped syllabi
- Volunteer notetakers
- Academic counseling and tutoring*
- Personal and career counseling*
- Learning strategies
- Computer with voice synthesizer
- Computer lab

Detailed information on services is available from:

Kentucky Transition Project
Interdisciplinary Human
Development Institute
University of Kentucky
110 Mineral Industries Building
Lexington, KY 40506-0051
800/288-0961 (Voice)
606/257-4408 (Voice/TTD)

*On some campuses, tutoring and counseling is arranged through the Student Support Services offices; at other schools services are coordinated by an Office of Services for the Disabled. Your admission counselor can advise you. You may investigate special services by contacting the following offices at Kentucky colleges and universities.

Alice Lloyd College
Dean of Students
Purpose Road
Pippa Passes KY 41844-9701
606/368-2101 ext. 7101

Asbury College
Dean of Students
1 Macklem Drive
Wilmore KY 40390
606/858-3511

Ashland Community College
Coordinator, Disabled Student Services
1400 College Drive
Ashland KY 41101
606/329-2999 ext. 262

Bellarmine College
Assistant VP for Student Affairs
2001 Newburg Road
Louisville KY 40205
502/452-8150

Berea College
Assistant to VP for Program Development
and Student Life Effectiveness
CPO 2308
Berea KY 40404
606/986-9341

Brescia University
Director, Student Support Services
717 Frederica Street
Owensboro KY 42301
270/686-4259
E-mail: teresar@brescia.edu

Campbellsville University
Dean of Student Development
200 College Street - C.P.O. 1308
Campbellsville KY 42718
502/789-5005

Centre College
Director of Advising and
Career Development Center
Danville KY 40422
606/238-5286

Cumberland College
Dean of Student Services
Williamsburg KY 40769
606/549-2200

Eastern Kentucky University
Director, Services for the Disabled
Richmond KY 40475
606/622-1500

Elizabethtown Community College
Business Office
College Street Road
Elizabethtown KY 42701
270/769-2371 ext. 209

Georgetown College
Director of Enrollment Services
400 E. College Street
Georgetown KY 40324-1696
502/863-7956

Hazard Community College
Disabilities Coordinator
OneCommunity College Drive
Hazard KY 41701
606/436-5721 ext. 257

Henderson Community College
Admissions Counselor
2660 South Green Street
Henderson KY 42420
502/827-1867 ext. 354

Hopkinsville Community College
Coordinator of Special Programs
P O Box 2100
Hopkinsville KY 42240-2697
270/886-3921 ext. 115

Jefferson Community College
Coordinator, Disabled Student Support Services
109 East Broadway, Box 1036
Louisville KY 40202
502/584-0181 ext. 2327

Jefferson Community College Southwest
Counselor, Disabled Student Support Services
1000 Community College Drive
Louisville KY 40272
502/935-9840 ext. 3252

Kentucky Christian College
Dean of Students
100 Academic Parkway
Grayson KY 41143-1199
606/474-3285

Kentucky State University
Counselor, Disabled Student Support Services
Frankfort KY 40601
502/227-5948

Kentucky Wesleyan College
Dean of Student Life
3000 Frederica Street
Owensboro KY 42302-1039
270/926-3111

Lees College Campus of Hazard Community College
Learning Service Coordinator
601 Jefferson Avenue
Jackson KY 41339
606/666-7521 ext. 612

Lexington Community College
Coordinator, Disability Support Services
103 Oswald Building
Lexington KY 40506-0235
606/257-6068

Lindsey Wilson College
Vice-President of Student Services
210 Lindsey Wilson Street
Columbia KY 42728
270/384-2126

Madisonville Community College
Coordinator, Disability Resource Office
2000 College Drive
Madisonville KY 42431
502/821-2250 ext. 2178

Maysville Community College
Coordinator, Foundation Studies
Route 2
Maysville KY 41056
606/759-7141 ext. 147

Midway College
Vice President for Business Affairs
512 East Stephens Street
Midway KY 40347-1120
606/846-5407

Morehead State University
Disability Advisor, Special Services
Allie Young Hall, UPO 1228
Morehead KY 40351
606/783-2005

Murray State University
Debbie Reed, Counselor
Coordinator, Disabled Student Support Services
University Station
Murray KY 42701
270/762-2666

Northern Kentucky University
A. Dale Adams
Coordinator, Services for Students with Disabilities
Highland Heights KY 41076
606/572-5180

Owensboro Community College
Counselor
4800 New Hartford Road
Owensboro KY 42303
270/686-4400 ext. 416

Paducah Community College
ADA Coordinator
Alben Barkely Drive
Paducah KY 42002-7380
270/554-9200 ext. 6021

Pikeville College
Dean of Students
Sycamore Street
Pikeville KY 41501
606/432-9319

Prestonsburg Community College
Counselor Associate
One Bert T. Combs Drive
Prestonsburg KY 41653
606/886-2677 ext. 214

Saint Catharine College
Dean of Students
2735 Bardstown Rd.
Saint Catharine KY 40061
606/336-5082

Somerset Community College
Coordinator, Disabled Student Support Services
808 Monticello Road
Somerset KY 42501
606/679-8501 ext. 331

Southeast Community College
Dean of Student Affairs
700 College Road
Cumberland KY 40823
606/589-2145 ext. 2003

Spalding University
Vice President of Student Affairs/Dean of Students
851 S. Fourth Street
Louisville KY 40203
502/588-7176
800/896-8941 ext 235

Thomas More College
Director of Student Support Services
Crestview Hills KY 41017
606/344-3521

Transylvania University
ADA Coordinator
300 North Broadway
Lexington KY 40508
606/233-8215

Union College
Dean of Students
310 College Street
Barbourville KY 40906
606/546-4151

University of Kentucky
Director, Disability Resource Center
Room 2, Alumni Gymnasium
Lexington KY 40506-0029
606/257-2754

University of Louisville
Coordinator, Disability Resource Center
120 Robbins Hall
Louisville KY 40292
502/852-6938 - Voice/TDD
http://www.louisville.edu/student/dev/drc

Western Kentucky University
Coordinator for Disabled Student Services
Potter Hall
Bowling Green KY 42101
270/745-2793

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Why Go to a Community or Technical College?

To help you find out whether you should enroll in technical education classes at your school, take this brief test. If you answer "yes" to most of the questions, tell your guidance counselor you would like more information about the technical programs at your school or in your community.

Questions about you

1. Are you seriously thinking about trying to find a job as soon as you leave high school?
   ☐ Yes ☐ No

2. Do you prefer learning through "hands-on" activities and experiences?
   ☐ Yes ☐ No

3. Would you be able to learn reading and math skills more easily if you could see how people use those skills in their work?
   ☐ Yes ☐ No

4. Are you interested in learning some general occupational skills that will help you no matter what career you work in?
   ☐ Yes ☐ No

5. Is it important that you get some kind of work experience so you can use what you are learning in school while on the job?
   ☐ Yes ☐ No

6. Are you interested in participating in a student organization that develops leadership skills?
   ☐ Yes ☐ No

7. Do you need skills that will help you find a part-time job while you continue your education after finishing high school?
   ☐ Yes ☐ No

Questions about your school

1. Does the technical education program at your school offer any courses that interest you?
   ☐ Yes ☐ No

2. Ask the instructors what kinds of jobs the graduates of the program have acquired. Would you be happy if similar kinds of jobs were available to you?
   ☐ Yes ☐ No

3. Do you have friends now enrolled in the program who could share their experiences?
   ☐ Yes ☐ No

4. If you do have friends now enrolled in the program, do they like it?
   ☐ Yes ☐ No

5. Can you identify the student organization associated with the technical program you are now considering?
   ☐ Yes ☐ No

6. Is the technical education program at your school viewed positively by most students?
   ☐ Yes ☐ No

7. If you answered "no" to Question 6, is this important to you?
   ☐ Yes ☐ No

Source:

Modified from: *Career Success Magazine*, published by Partners for American Vocational Education (PAVE), Kentucky Department of Education, Office of Vocational Education, 1989.

Timetable for the Community and Technical College Route

Ninth grade

☐ Meet with your high school guidance counselor to plan your classes. Schedule classes which challenge you academically and allow you to schedule Tech Prep classes as well. Request a visit to a community or technical college.

KCTCS
Kentucky Community & Technical College System

Tenth and eleventh grades

☐ Take interest inventories and aptitude tests which can help you in planning a career choice. These tests should be available through your guidance counselor's office or the CAREER CONNECTIONS Assessment Center. They can help predict your potential for success in a chosen field.

☐ Learn about career areas which interest you by:

- reading occupational-oriented information;
- using computer software programs such as the Kentucky Occupational and/or Career Information Systems;
- shadow an employee in your career interest area;
- attending Career Days at your school;
- contacting a CAREER CONNECTIONS Assessment Center (see Section I-6);
- visiting a technical college nearest you.

☐ Locate descriptions of job duties and responsibilities, entry wage levels, chances for advancement, and required education or training.

☐ Consider the location of jobs and training. Would either or both be available locally or would they require relocation?

☐ Check with your counselor to see if your scores meet the requirements for technical education programs, since technical education programs require certain entrance scores on the ACT. If not, decide on steps to take to meet the requirements.

☐ Determine if the courses offered at your high school or the local technical preparation center can count toward advanced placement in the postsecondary technical education program you wish to take.

Check with your guidance counselor to see if the Tech Prep Curriculum is available at your school. Tech Prep offers the opportunity to begin your job/career preparation while still in high school.

Deciding on a community or technical college – Financial Aid

Gather information and calculate the cost of attendance at the schools which interest you, if you decide that you would like to enroll in one of the postsecondary community or technical colleges. Remember to include:

Educational expenses

Tuition
Books
Uniforms
Fees
Equipment and other supplies
Insurance

Living expenses

(Remember that you will have some expenses even if you continue to live at home.)

Rent
Clothes
Medical expenses
Miscellaneous
Food
Transportation
Entertainment

After you have determined the costs, work on your plans to pay for your education. You may qualify for student financial aid. Contact the Financial Aid Specialist at the school you are interested in attending.

Twelfth grade

☐ Read about specific community and technical colleges, their programs and cost of attendance in publications such as *Getting In or KCTCS Catalog.*

☐ Read about financial aid which may be available and how to apply for it. Contact the Student Financial Aid Officer at a Kentucky Community or Technical College.

☐ Visit the campuses of community or technical colleges you might want to attend. If possible, attend one or more classes.

☐ Complete and deliver an application for admission to the college. Be sure to have these items sent to the college:

- a high school transcript requested from your guidance counselor; and
- ACT scores.

☐ Complete and mail the "Application for Federal Student Aid" form if you wish to apply for financial aid. When you receive your Student Aid Report (SAR), take it to the Financial Aid Specialist at the technical college. Don't wait; apply *early and accurately* (as soon after January 1 as possible.)

You can find more information on these websites:

Council on Postsecondary Education
http://www.cpe.state.ky.us

Kentucky Higher Education Assistance Authority
http://www.kheaa.state.ky.us

Kentucky Community and Technical College System
http://www.kctcs.net

Ten Good Reasons to Consider Technical Education

Do you know these facts about technical education?

1. Fourteen of the 20 fastest-growing occupations require technical training.
2. Adults, regardless of age, can acquire new job skills or upgrade job training through the Kentucky technical college system.
3. In two years or less, an individual can get "hands-on" training in one of more than 250 occupational areas.
4. In Kentucky, technical education after high school is affordable education. A state resident attending a technical college pays tuition ranging from $130 to $350 per semester, full time, in-state (see chart below; subject to change).
5. By 2000, employment in high-tech industries is projected to grow by as much as 50 percent. Compare that with projected growth of 23 percent for jobs in general.

1999/2000 Tuition Rates

Semester Credits	Amount	
	in-state	out-of-state
12 or more	$330	$660
9 to 11 credits	$280	$560
6 to 8 credits	$230	$460
4 to 5 credits	$180	$360
less than 4 credits	$130	$260

6. In high school, participation in technical education courses increases the likelihood of working part-time.
7. Getting work experience in high school increases the likelihood of employment after graduation.
8. The more technical education classes high school students take, the less likely those students are to drop out of school.
9. Of those who started their own businesses, 58 percent have had specialized technical education courses.
10. Kentucky technical education - the affordable education - is within 20 miles of every Kentuckian.
11. Kentucky technical colleges are accredited by the Council on Occupational Education.

Source:
Kentucky Community and Technical Colleges
P.O. Box 14092, Lexington, Kentucky 40512-4092.

Tech Prep

A high school diploma no longer guarantees a good paying job. The job market is changing rapidly as existing jobs become more complex. New jobs demand higher levels of education, often technical in nature.

Tech Prep ties academic and technical courses together so that you can increase your skills in math and science and develop good communication and problem-solving skills.

Tech Prep programs offer a wonderful opportunity for many students to acquire the basic skills and new learning techniques needed to make a successful transition from school to work. Tech Prep is a program which:

- encourages students to explore a number of career options;
- academically prepares students to enter a technical program at the college level;
- helps prepare tomorrow's technicians.

In recent school years, many new Tech Prep sites were added across Kentucky. These sites are combinations of comprehensive high schools, area technology centers, technical and community colleges, and four-year colleges.

Tech Prep provides students the opportunity to see how subjects relate to each other, provides motivation for success and prepares students for further success in postsecondary programs in the chosen occupational field. Tech Prep is a formula for success!

Is Tech Prep for you?

Before committing to any Tech Prep plan, teachers will assist you with a self-assessment to help you understand your interests and abilities. You'll be able to make an informed decision, get a clear sense of direction, and start on a path likely to lead to challenging work, stable employment and a good future.

For further information contact:

Department for Technical Education
Curriculum Services Division
500 Mero Street, Capital Plaza Tower
Frankfort, KY 40601
(502) 564-8324 (TECH)

Non-Traditional Jobs for Women

Today many women are looking at education and training to prepare themselves for jobs in careers long considered to be non-traditional for women. Seeking a career in a trade can often lead to jobs with higher wages, better benefits and long-term employment potential. Electronics, welding, masonry, automotive technology, auto body repair, printing, drafting, carpentry and plumbing are some of the many areas of training available—for women and men—at Kentucky technical colleges across the state.

Women should consider training in these non-traditional occupations because:

- these jobs require motor skills such as good dexterity and eye-hand coordination;
- jobs in trades pay better than many jobs traditionally held by women;
- job opportunities are good in these areas;
- many skills are transferable to other occupations or within these groups.

Training programs in non-traditional fields are available at NO COST through Workforce Investment Act (WIA) programs for individuals who are income-eligible or face a barrier in obtaining employment. Barriers to employment include lack of education and skills, paid or unpaid work experience, people skills, and mobility.

For more information, contact your local community or technical college, or your local WIA One-Stop Center, or KCTCS (PO Box 14092; Lexington, KY 40512-4092).

You also may contact your local Employment Service office for information on how to apply for this service and to see if you are eligible.

Application Process
Kentucky Technical Colleges

High school students who want to continue their education after graduation and plan to enroll in a postsecondary program in the Kentucky Community and Technical College System must complete an application for admission, and request that a copy of their high school transcript be sent to the college.

In addition, an applicant may schedule an appointment at a CAREER CONNECTIONS Assessment Center (see following listing for locations) in order to develop an "Individual Career Plan."

Applicants who have satisfied the requirements for admission may enroll at the next registration date provided training vacancies in the specific occupational program are available.

After all training vacancies are filled, applicants' names are placed on pre-registration lists in the office of each technical college when all admission requirements have been fulfilled, or when applicants enroll in a program of academic remediation when scoring below minimum program admission rrequirements.

Applicants must respond to the college within seven calendar days when officially notified that an opening is available for the technical program in which the student is pre-registered.

For detailed information on admission priorities, contact the technical college guidance counselor or registrar.

KENTUCKY TECHNICAL COLLEGE
CAREER CONNECTIONS Assessment Centers

Ashland Technical College
CAREER CONNECTIONS Assessment Center
4818 Roberts Drive
Ashland, KY 41101
606/928-4256

Bowling Green Technical College
CAREER CONNECTIONS Assessment Center
1845 Loop Drive
Bowling Green, KY 42101
270/746-7461 ext. 2115

Central Kentucky Technical College
CAREER CONNECTIONS Assessment Center
308 Vo-Tech Road
Lexington, KY 40511
606/246-2400

Elizabethtown Technical College
CAREER CONNECTIONS Assessment Center
505 University Drive
Elizabethtown, KY 42701
270/766-5133

Hazard Technical College
CAREER CONNECTIONS Assessment Center
101 Vo-Tech Drive
Hazard, KY 41701
606/435-6101

Jefferson Technical College
CAREER CONNECTIONS Assessment Center
727 West Chestnut
Louisville, KY 40203
502/595-4136

Laurel Technical College
CAREER CONNECTIONS Assessment Center
235 S. Laurel Road
London, KY 40741
606/864-7311

Madisonville Technical College
Economic Center
CAREER CONNECTIONS Assessment Center
750 North Lafoon Street
Madisonville, KY 42431
270/824-7552

Mayo Technical College
CAREER CONNECTIONS Assessment Center
513 Third Street
Paintsville, KY 41240
606/789-5321

Northern Kentucky Technical College
CAREER CONNECTIONS Assessment Center
1025 Amsterdam Road
Covington, KY 41011
606/292-3930

Owensboro Tecnical College
CAREER CONNECTIONS Assessment Center
1501 Frederica Street
Owensboro, KY 42301
270/687-7255

Rowan Technical College
CAREER CONNECTIONS Assessment Center
609 Viking Drive
Morehead, KY 40351
606/783-1538

Somerset Technical College
CAREER CONNECTIONS Assessment Center
230 Airport Road
Somerset, KY 42501
606/677-4049

West Kentucky Technical College
CAREER CONNECTIONS Assessment Center
5200 Blandville Road
Paducah, KY 42002-7408
270/554-4991 ext. 225

Where Do You Go From Here?

Choosing a college that's right for you depends on understanding the person you are now — and the person you want to be as an adult.

The college you choose will help to shape the person you become. The courses you take, the people you get to know, the ways you spend your time — all will influence you.

You may already have thought a bit about your academic likes and dislikes, interests, activities, and values, as you began thinking about possible careers. (If you've completed the section, "Learning More About *You!*", you may want to review that material.)

Please do not write in this book. Make a copy and then answer the following questions.

Where are you now?

Your academic record:

What courses have you taken?

What subjects have you liked and done well in?

What skills have you gained, and which do you want to use?

How much academic challenge do you want or need?

Your career ideas:

What work values are important to you in a career?

What career possibilities do you see based on your present skills and interests, your likes and dislikes?

How much time are you willing and able to spend in further education, training?

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Your interests outside of class:

What sports, clubs, or hobbies have you liked and wish to continue?

What volunteer activities have you liked?

Are you interested in travel?

Your personal style:

Do you prefer small groups of close friends, or a large group of acquaintances?

Do you prefer to work alone or with other people?

Do you see yourself as an outgoing or reserved person?

Your family and personal life goals:

Do you want to stay close to your family or are you more interested in going your own way?

Do you want marriage to be in your future? If so, what do you see as the ideal age for marriage?

Where will you be in five years?

Your academic record:

Your career plans:

Your spare-time interests:

Your personal style:

Your family and personal life:

After you've worked on your present and future self-portraits, you might want to discuss them with a friend you trust, your parents, or a school counselor.

Does this give an accurate picture of you now?

What colleges might they see as good choices for you, based on your self-portrait?

Sources:

Barbara G. Heyman, Destination College, *A Guide to the College Admissions Process*, Warner Books, New York, 1988.

College Planning/Search Book, American College Testing, ACT Publications, Iowa City, Iowa, 1993.

Melody Martin, *Off to College, the Survival Manual for High School Students and Their Parents*, Monarch Press, New York, 1982.

Why Go To College?

A mind expanded can never return to its original dimensions.

——Oliver Wendell Holmes

College — is it for you?

Some of you are already sure that you will go to college — others may be thinking — "well, maybe." Let's look at some of the reasons people go to college.

"All my friends are going."

"I'm going to college to please my parents."

"I can't think of anything else to do."

A good many students start to college with these thoughts. These non-decisions happen when students follow along, trying to win the approval of family or friends. Any way you look at it, college takes time, hard work, and money. You are more likely to stay on the course to graduation, if you actively decide that you need college for your future plans.

Stronger reasons for college

"I want to learn more."

Wanting to expand your knowledge is one of the best reasons for going to college. College will definitely give you a chance to learn more about specific subjects. Be sure to include some classes just because you'd like to learn about them — not just because they're required for your major. Those may help you gain a broader view of the world you live in.

At the same time, some of the most important things you learn won't come from the classroom. Meeting students from other parts of the state, the country, or the world will help you to understand different points of view.

If you stay on campus, even living with a roommate can be a learning experience. Imagine trying to work out an agreement with a roomie who sets his alarm two hours before you get up and whistles while he dresses. Now that's a challenge!

"I want to prepare for a career."

College is the gateway to many careers today. You may want to become a teacher, a physical therapist, an engineer. The list is long — and growing — of those occupations which require a bachelor's degree as the minimum entrance requirement for employment.

"I want to make more money when I work."

Look at the chart below to see a comparison of the annual earnings of high school and college graduates. Think of the increase in lifetime earnings if you graduate from college. Those dollars will make a *big* difference in your life style. They will determine the kind of house you live in, the cars you drive, or whether you have any of the "extras" you want over a lifetime.

Level of Education	Median Income
Less than 9th Grade	$19,700
High School Graduate	26,000
Some College, No Degree	30,000
Associate Degree	31,700
Bachelor's Degree	40,100
Master's Degree	50,000
Doctorate	62,400
Professional Degree	72,700

Source: Current Population Survey Unpublished Data, Bureau of the Census, March 1998

A college degree is more valuable than ever. Today, the average college-educated worker makes 65 percent more than workers with a high school diploma. Fifteen years ago, college graduates made 15 percent more than high school grads. What's more, the unemployment rate of college grads is about half that of those with a high school diploma.

On average, college graduates earn more money and generally have greater job satisfaction than other workers. As you add up the benefits, you may decide that college is for you.

Think it over; what are your reasons for wanting to go to college?

____

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____

____

Estimated Starting Salaries for New College Graduates

Academic Majors	Estimated Starting Salary for 1996/97
Chemical Engineering	$42,758
Mechanical Engineering	39,852
Electrical Engineering	39,811
Industrial Engineering	37,732
Computer Science	36,964
Packaging Engineering	35,353
Materials and Logistics Mgt.	34,520
Nursing	32,927
Civil Engineering	32,170
Mathematics	32,055
Physics	31,972
Geology	31,606
Chemistry	31,261
Accounting	30,393
Financial Administration	30,054
Marketing/Sales	28,658
General Business Administration	28,506
Agriculture	26,415
Human Resources Management	26,024
Retailing	25,856
Education	25,742
Communications	25,224
Hotel, Restaurant, Inst. Management	25,176
Advertising	24,757
Social Science	24,232
Liberal Arts/Arts & Letters	24,081
Natural Resources	22,950
Human Ecology/Home Economics	22,916
Telecommunications	22,447
Journalism	22,102

SOURCE: *U.S. News Online: Information obtained from Recruiting Trends 1996-1997 by Patrick Scheetz*

Timetable for Eleventh and Twelfth Grades

Eleventh Grade

This is your most important year in high school. Take AP and other challenging classes whenever you can — but be sure you've at least taken the Pre-College Curriculum which is required for admission to Kentucky colleges and universities. Try for leadership positions and real responsibility in organizations. Go for it!

September

Double-check your class schedule with your counselor to make sure you will meet requirements for colleges which interest you.

- Plan to attend a College Night in your area in the fall.
- Gather and read college guides.
- Register for the PSAT/NMSQT (Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test).
- Study the bulletin to get an idea of what is included in the test.
- While you may have taken the PSAT for practice as a sophomore, remember that you can only take the test once in your junior year for National Merit Scholarship competition.

October

- Prepare for the PSAT by taking the practice tests that come with the Registration Bulletin.
- Decide on dates to take the ACT (usually offered in October, December, February, March, and June) or SAT I (usually offered in November, December, January, April, May, and June). Registration must be in by deadlines about six weeks before the test date. Locate and post those dates so you'll remember. (It's definitely a good idea to take these tests in the spring of your junior year so if necessary, you'll have another shot at them as a senior.) Dates are listed in Section D.

November-December

- Keep up the studying; final exams are just around the corner.

January-March

- Investigate college materials as you locate them.
- Visit nearby colleges to get a sense of what colleges are like.
- Hang in there with your classes. Don't let the winter doldrums get you!
- Use the college and career computer programs, if available through your guidance counselor.

- Question your counselor about scholarship and financial aid possibilities.

April

- Take the ACT and SAT I if you have scheduled them. Remember that schools in many areas have short classes (three or four sessions) to help you prepare for these tests. Take advantage of them if available.

- Start writing or calling a variety of colleges for information. (You'll have some time in the summer to sort through the responses.)

	College	Date Letter Mailed	Date Material Rec'd
1.			
2.			
3.			
4.			
5.			

- If possible, make campus visits during spring break. You may want to use the "Making the Most of a Campus Visit" and "College Comparison Worksheets" found in **Futures**.

	Colleges Visited	Impressions	Date
1.			
2.			
3.			
4.			
5.			

May

- Take the College Board sponsored SAT II Subject Tests in any appropriate course, if you'll need them for college applications.

	Test taken	Date	Date	Date
1.				
2.				
3.				

- Continue listing you activities, organizations, and honors on your personal data sheet.

- Final exams are here. Good luck!

Summer

- Complete college visits when convenient, using the checklist to record impressions. (After a while, you'll find it hard to keep all this information straight if it's just in your head.)

- Discuss impressions of college with family and friends, particularly those who are currently students.

Twelfth Grade

The countdown

- Don't stop now. Be sure your class schedule is on track for you to complete the Pre-College Curriculum. Continue to take challenging classes. Remember those "Bs" in an AP class may mean more to an admissions counselor than an "A" in a standard class.

- The fall semester of your senior year is usually the time for finalizing your college choices, obtaining and completing applications. Make sure you have completed all entrance tests and have requested that the results be sent to the colleges you selected.

- Apply for financial aid as early as possible.

September

- Assess college choices with your guidance counselor.

- Visit colleges, if you've not done so.

- Complete your applications as soon as you've decided where to apply.

- Seek information about scholarships from your counselor, library or other sources.

- Choose someone, perhaps your English teacher, to help you by proofreading your applications and your essays, if essays are required.

- Register for the ACT, the SAT I, and SAT II Subject Tests, if necessary.

October

- Make final decision on colleges to which you will apply.

- Pay close attention to test deadlines, and take any additional tests you have scheduled. Be sure to indicate colleges which should get your test scores.

- Decide which teachers, counselors, or other adults know you best. Choose two or three to write your recommendations. Give each of them a personal data sheet to assist them.

November-December

- Complete college applications and essays. Be sure to make extra copies before mailing.

- Make sure recommendations and transcripts have been mailed.

- Remember that November is usually the deadline, if you are planning to apply for an early decision admission.

- Investigate financial aid programs. With your parents, assemble all the needed documents. Attend a local financial aid seminar, if available.

- Schedule college interviews, if requested by admission officers.

January

- Deadlines for applications are generally in January. If your applications are not yet mailed, quit stalling. Make sure yours is mailed on time. Even though final deadlines for application come later, some colleges start accepting students for the following year by December of the senior year.

- Write thank-you notes to interviewers even before you know if you've been accepted.

- **Don't wait, apply early!**

February-April

- If applying for financial aid, complete and mail the FAFSA application (or other appropriate forms) as soon as federal tax returns have been completed.
- Complete and mail scholarship application forms, if you are applying.
- Compare and contrast acceptances as you receive them from colleges. If you are unsure of your choice, try to make additional visits.
- Evaluate financial aid award letters and acknowledge the offers.

May

- Take AP tests, if registered and prepared.
- Discuss your final decision about college choice with your parents and your counselor.
- Respond in writing to the action on your application for admission, scholarships, and other financial aid.
- Notify schools by letter, if you decline admission.
- Relax, have fun, and enjoy graduation. You deserve it!

North, South, East, West -- Where's the College that You Like Best?

Did you know there are more than 3,000 colleges and universities in the United States? There are 60 public and independent colleges and universities right here in Kentucky. With that number, the question is not "can you go to college?" but "what's the right college for you?"

Locating a college that's "right" for you is like working a puzzle. You want a college that fits well with your special combination of goals, interests, and personal style.

There are many characteristics to think about as you begin to decide.

Areas of study

By now you may have some ideas about interesting fields of study. You may have determined that you want to be, say, an engineer, a marketing specialist, or an industrial arts teacher. Some careers, such as medicine, require an undergraduate science major before the graduate professional degree. Choosing an appropriate major is important in that case.

On the other hand, you may be undecided about choosing a major when you begin college. In that case, it would be wise to look at colleges with many potential majors. You may want to experiment with unfamiliar courses before you make a decision.

Some college counselors suggest that students wait until the end of the sophomore year before declaring a major. They believe that choosing careers based only on early interests identified in high school is like marrying the first date you ever kissed! Now, isn't that a thought!

The important thing to remember is that college majors can be selected in many ways. Some people make early decisions about the careers they want. Others want to learn about a variety of possibilities before choosing.

Selectivity of admissions

A bottom line question: "Are you likely to be admitted?" Knowing the entrance requirements of various colleges will help you gauge your chances of acceptance.

Keep in mind that the most selective college will also be the most academically challenging once you get there. Are you willing to do what it takes to keep up your grades once you get in?

You will probably want to center your attention on colleges where you can handle the academic load without feeling that you're hanging on by your fingertips!

Suppose you rank near the middle of your high school class. You will have the best chance of admission at schools in the Open, Liberal, or Traditional groups. If you rank in the top 10 percent of your class, your chances of admission are good at any college, even the most selective.

Take a look at this guideline from the *ACT College Planning/Search Book.*

Description of Admissions Policy	Typical Test Score Averages Reported by Colleges	SAT Total* (Verbal + Math)	Typical ACT Composite Score Averages
Open	All high school graduates accepted to limit of capacity	810-960	17-20
Liberal	Some freshmen from lower half of high school graduating class	850-1000	18-21
Traditional	Majority of accepted freshmen in top 50 percent of high school graduating class	930-1080	20-23
Selective	Majority of accepted freshmen in top 25 percent of high school graduating class	1010-1230	22-27
Highly Selective	Majority of accepted freshmen in top 10 percent of high school graduating class	1200-1390	27-31

Source: *Activity,* American College Testing, ACT Publications, Iowa City, Iowa, Summer, 1995.

* Recentered SAT scores

College size

Colleges vary in size from a few hundred students to more than 40,000 at large universities. The size of a school can make a big difference in whether or not you like it.

Your personal style comes into play here. If you are outgoing, assertive, and like activities with large groups, you may feel right at home at a large college.

On the other hand, if your preference is for a small group of close friends, and you like to know your teachers well, you may feel that a small college is just right for you.

The size of a college usually suggests other differences. You might think about these comparisons.

Large colleges *may* offer:

- more areas of study and more courses in those areas,
- more diversity among students and faculty,
- a greater range of sports, clubs, and other activities,
- larger and better facilities such as libraries, laboratories, and theaters,
- graduate schools.

Smaller colleges *may* offer:

- a greater sense of belonging,
- closer relations with the faculty,
- smaller classes, more discussion and fewer lectures,
- a greater chance to take on leadership roles in different groups.

Location and environment

What areas of the state interest you? What areas of the country? Do you want a particular climate, or certain recreational and cultural opportunities?

These factors are important in choosing a college. You also need to think realistically about the transportation costs. If you go 2,000 miles away, instead of 20 or 200, you'll have to budget a greater travel expense. And remember the little things. You won't have any way to take home your dirty laundry at those longer distances!

How do you feel about being a long way from home? Are you comfortable with being far away or would you be happier being near your family? The *right* distance is that which will let you feel on your own, but not so far that you feel uncomfortable.

What about the general surroundings? Would you like a small town or country setting, or do you long for the city lights? This may be your chance to try something new or to seek surroundings which seem familiar and reassuring. What's your choice?

Affiliation

Knowing whether a college is public, independent, or private church-related will give you some guidance. This may be particularly important if you are looking for a college with a strong religious life.

The public and general independent colleges usually have no requirements about religious services or religion classes. Even church-related colleges differ. Some campuses show a strong religious influence; on others, this is less apparent. A visit to the campus will help you decide if the practices of a college suit you.

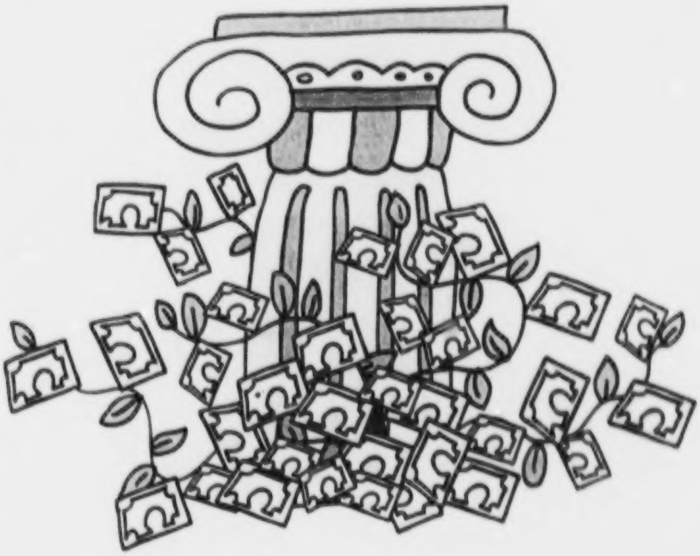
College costs

As you start looking at colleges, no doubt you will take a hard look at the costs. Some points to consider:

- What are the basic costs of tuition, room and board, books and fees? What other expenses would you have?
- What can you afford out of your own and family resources?
- What are the likely financial aid packages?

At this point, try to get a realistic picture of the costs, but don't cross off any colleges on the basis of cost alone. A combination of your family resources and financial aid can open up many possibilities.

Now might be a good time to start reading about financial aid. Many good references are listed in the bibliography or you can ask your counselor for suggestions.



Check Your College Preference

Make a copy of this checklist for your use and do not write in this book.

1. Majors available

For two-year colleges, check career-oriented courses or transfer courses available.

☐ Agriculture
☐ Business
☐ Communications
☐ Computer Science
☐ Education
☐ Fine/Applied Arts
☐ Foreign Languages
☐ Health Professions
☐ Home Economics
☐ Humanities
☐ Math and Physical Sciences
☐ Social Sciences
☐ Technical/Skilled Trade
including Engineering

2. Admissions selectivity

Check those you are eligible for.

☐ Open
all high school graduates accepted; includes most two-year colleges

☐ Liberal
some freshmen from lower half of high school class

☐ Traditional
majority of accepted freshmen in upper half of high school class

☐ Selective
majority of accepted students in top 25 percent of high school class

☐ Highly selective
majority of accepted students in top 10 percent of high school class

3. Size

Check those you prefer.

☐ Up to 1,000 students
☐ 1,000 to 5,000 students
☐ 5,000 to 15,000 students
☐ More than 15,000 students

Type of community

☐ Metropolitan
☐ Suburban
☐ Small City/Town
☐ Large City

4. Available resources

Check the resources you and your parents have available each year, without aid.

☐ Up to $500
☐ Up to $1,000
☐ Up to $1,500
☐ Up to $2,000
☐ Up to $2,500
☐ Up to $3,000
☐ More than $3,000

5. Region

Check those you prefer.

☐ Pacific and Mountain States

Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming

☐ North Central States

Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota

☐ Great Lakes States

Illinois, Indiana, Michigan, Ohio, Wisconsin

☐ South Central States

Alabama, Arkansas, Kentucky, Louisiana, Mississippi, Oklahoma, Tennessee, Texas

☐ South Atlantic States

Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, West Virginia

☐ Middle Atlantic States

New Jersey, New York, Pennsylvania

☐ New England States

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

6. Type and affiliation

☐ Two-year
☐ Four-year
☐ Public
☐ Private
no special religious emphasis
☐ Private
some emphasis on religious observance or study
☐ Baptist
☐ Latter Day Saints
☐ Methodist
☐ Roman Catholic
☐ United Church of Christ
☐ Jewish
☐ Lutheran
☐ Presbyterian
☐ Other

7. Student body

☐ Coed
☐ All women
☐ All men

8. Activities

☐ Student government
☐ Newspaper
☐ Yearbook
☐ Debate
☐ Radio/television
☐ Film
☐ Drama
☐ Choral music
☐ Dance
☐ Symphony orchestra
☐ Marching band
☐ Fraternity or sorority
☐ Other

9. Other factors

Athletic interests

☐ Baseball
☐ Equestrian
☐ Football
☐ Gymnastics
☐ Rugby
☐ Soccer
☐ Swimming
☐ Track & field
☐ Wrestling
☐ Basketball
☐ Field hockey
☐ Golf
☐ Rowing (crew)
☐ Skiing
☐ Softball
☐ Tennis
☐ Volleyball
☐ Other

Sources:

The College Planning/Search Book, American College Testing, ACT Publications, Iowa City, Iowa, 1993.

Barbara G. Heyman, *Destination College, A Guide to the College Admissions Process*, Warner Books, New York, 1988.

Choosing A Kentucky College

Where are you going to college? As you enter your senior year you are likely to hear that question many times. As you think about that question, consider these good reasons for choosing a college right here in Kentucky.

First, and most important, you can get an excellent education at one of Kentucky's many public and independent colleges and universities. If you already have a particular area of study in mind, do a bit of research until you find a college with an outstanding department in the field of your choice. If you've not yet decided, just look for a college which offers a number of areas of study you might like, as well as having other characteristics you want in a college.

Don't overlook the benefit of the moderate tuition rates for Kentuckians at the public institutions. In addition, there are financial aid programs (such as the College Access Program (CAP) Grant, the Kentucky Tuition Grant, the Health Careers Grant, Kentucky Excellence in Education Scholarships (KEES), the Teacher Scholarship, etc.) that are available only for Kentucky students who choose a Kentucky institution.

Students who attend independent colleges and demonstrate need are eligible for a Kentucky Tuition Grant. The grant has the effect of reducing the tuition charges. Independent colleges in Kentucky offer a diversity of size, location, affiliation, and curriculum. They represent a good value, too.

College Access Program (CAP) grants are available to financially needy students enrolled in an eligible public or private nonprofit college or proprietary school, or public technical college for at least six semester hours in an eligible course of study. The maximum CAP grant for college students is equivalent to the full-time tuition cost at a publicly supported Kentucky community college. The maximum award for students attending proprietary schools or technical college is equal to the technical college tuition rate.

For more information regarding CAP grants, contact:

Kentucky Higher Education
Assistance Authority
1050 U.S. 127 South, Suite 102
Frankfort, KY 40601-4323
Toll-free: 1-800/928-8926
FAX: 502/564-4190
http://www.kheaa.state.ky.us

If you choose a college in Kentucky, you can couple these major advantages with the convenience of being close to home, family, and friends. No doubt about it, you'll have a winning combination. No wonder more than 80 percent of Kentucky students choose to attend college right here in the state!

Transferring from One College to Another

"Will my credits transfer?" This is usually the first question asked by students who plan to transfer from one college or university to another. In Kentucky, the answer is "YES"! if you follow one of Kentucky's **Baccalaureate Program Transfer Frameworks**. These are designed so that students can transfer with ease and without losing any credits, thanks to the joint efforts of the Council on Postsecondary Education and Kentucky's public community colleges and universities. A transfer framework is a set of courses that are part of any major, such as biology or English or accounting. It is used to plan the first two years of a college bachelor's program that begins at a community college and is completed at a university. It will also work for students who begin at one university and transfer to another university.

An Overview for Students

Transfer? Your first decision is whether you may attend two public Kentucky colleges or universities before you earn your bachelor's degree.

Major? There is a 60-credit hour framework for each bachelor's degree program (major) offered in the state. The purpose of a framework is to show the courses that you should take as a freshman and sophomore in each one of the majors — accounting, education, sociology, journalism, etc. The sooner you decide on a major the better — because each trasfer framework is designed for a specific major.

No major? If you haven't decided on a major, you should follow the general education requirements of the community college or university where you are enrolled. Use the *General Education Transfer Policy* and *General Education Transfer Policy Guidelines for Implementation* to assist you in planning your general education courses.

Guarantee? Transfer frameworks provide a great incentive to plan ahead. The transfer framework for a major is a guarantee that the courses shown directly (or implied through the General Education Transfer Policy) will be applied to the degree requirements at the university awarding the degree. If you complete all the requirements, you are guaranteed that the entire 60-hour package will be applied to the degree program by any university that offers that degree program. You can use the framework to plan the first two years of your major even if you haven't decided on the university from which you plan to earn your bachelor's degree. Some advanced planning on your part can save you time and money.

University? You don't need to decide where you eventually want to earn your degree, but, when you decide, you can use the transfer framework for your major in combination with the university catalog and advice from you rcounselor to plan your program.

Attend more than one institution? Block transfer credit is recognized for completion of any general education category, any combination of general education categories, or for completion of all of the general education requirements and the specialty courses regardless of the number of institutions attended.

What is the effective date? The framework is in effect for the academic year shown in the lower right corner of the framework. The effective date applies to students who transfer in that year and it also applies to students who begin their college study in that year. A transfer framework remains in effect for five years from its implementatin date.

What's in a framework? A transfer framework has two basic sections: the General Education Component and the Specialty Component. The General Education Component provides a broad background and is 48 credit hours of the 60 total credits in the framework. The Specialty Component provides the beginning courses in the major or field of study and represents the remaining 12 hours.

The General Education Component is divided into six categories: communications, humanities, mathematics, social/behavioral sciences, natural sciences, and institutional requirements. The first five of these categories is used in the degree programs at all universities and total 33 hours. The sixth category of 15 hours may differ from one university to another.

The **Specialty Component** gives you an opportunity to take introductory courses in your major. In most transfer frameworks there are four courses (about 12 hours) shown in the specialty component.Taking the courses listed for the specialty component at one institution guarantees that the entire 60-hour framework will be accepted for that program at the university where you will earn your degree.

Advice? The transfer frameworks are intended to provide basic information.

Need more information? Other frequently asked questions are:

What should I pay attention to:
What do I have to do besides take all the courses in the framework?

Do you have other questions?
Check with your school advisor or counselor, a community college or university contact (see page J-19), and college catalogs to learn more about the major you are interested in, or:

Barbara Cook
Council on Postsecondary Education
Phone: 502/573-1555
FAX: 502/573-1535
Email: barbara.cook@mail.state.ky.us

Check it out on the Web!
http://www.cpe.state.ky.us

EXAMPLE
BACCALAUREATE PROGRAM TRANSFER FRAMEWORK

INSTITUTIONAL TRANSFER CONTACTS

INSTITUTIONAL TRANSFER CONTACTS

Career-Oriented or Liberal Arts Degree?

From the early '70s to the mid-'80s, liberal arts majors were on the decline. In more recent years, the pendulum is beginning to swing back. Liberal arts majors are on the rise again according to noted education writer, Edward B. Fiske, of the *New York Times.*

"You can preach it round or preach it flat," is an old way of saying that there are two sides of an argument. That might describe the on-going debate over the value of a liberal arts education versus a career-oriented degree.

Career-oriented majors

People who favor career-oriented majors such as business, accounting, engineering and the like, firmly believe that they are better off. No doubt about it, graduates with specialized degrees may sometimes have an easier time getting their first jobs out of college.

The other side of the coin

Students who choose a liberal arts major such as English, history, economics, sociology, or a foreign language have a greater chance to study a broad range of subjects, to learn to think critically, and to express themselves in writing in a variety of areas.

With these skills, liberal arts graduates often do as well as or better than the career-oriented students, depending on the kind of work they find. Liberal arts majors advance faster in firms which do not have rigid educational requirements. Some of these are service companies, personnel agencies, pharmaceutical businesses, and financial companies. Career-trained majors do better in manufacturing, electronics, or other companies requiring technical knowledge.

Striking a good balance

- Consider taking a double major, with one in a career field. You can combine your interest in having a broad education with a major which deals with the practical side of the world.
- Look for a summer internship which would also allow you to develop some specific work skills, such as one with a public relations firm, or with a government agency.
- Take a few career-oriented courses in the summer at a community college or courses in business management to give you the basics.
- You can also plan to go on to graduate school to get a professional degree such as a degree in Law or a Master of Business Administration.

In recognition of the need for students to be well balanced in their academic studies by the time they graduate, many colleges require general education electives to be taken by all students. So, if you choose a career-oriented major, why not take liberal arts courses as your electives? You'll be prepared, no matter how the pendulum swings.

Source:
Edward B. Fiske,"When liberal arts majors cast their eyes at the world of business," in the *New York Times*, April 26, 1989.

College Choice and Minority Students

Increasing the level of diversity in postsecondary education has been one of the greatest challenges this decade. While Kentucky colleges and universities strive to increase the number of minority students who enroll in postsecondary institutions, they emphasize academic preparadeness for students to have a successful college experience.

Tough admission standards require students to prepare early to meet scholarship and financial aid deadlines. As a high school student, you should consider the competitive admissions process and begin enrolling in advanced placement courses. AP courses are designed to provide students with analytic skills and factual knowledge necessary to deal critically with problems and materials found in the college curriculum. The classes prepare you for intermediate and advanced college courses by making demands equivalent to those of full-year introductory college courses.

To further assist students in preparing for the rigors of a college career, institutions have designed special programs to aid students in developing unique talents and skills. The programs are beneficial in helping students locate financial aid or scholarship packages that are specific to their individual area of interest. Kentucky colleges and universities are sending the message that preparation meets opportunity, and planning ahead is essential to a successful college career. Listed below are several suggestions middle and high school students should consider as they prepare for a college education.

Select a mentor

Identify at least one teacher or counselor at school whom you like, trust, and can go to for help. Individuals who take a special interest in helping young people are called mentors. Let your mentor know that you want to go to college. Ask him or her to help you locate any activities which could benefit you during high school. Your mentor could double check your schedule to make sure you get the full Pre-College Curriculum or arrange for you to meet people in the community to talk about certain careers. You will find it helps to have a special friend. Developing mentors will be helpful throughout your life in any career you may choose, so start early!

Locate special programs

Some schools have programs such as Talent Search and Upward Bound which offer much-needed support to first-generation college-goers. (You will find descriptions of these under "TRIO Programs.")

Several colleges in Kentucky host special minority programs in the summer. (See the list called "Governor's Minority Student College Preparation Programs" in "Beyond the Classroom.") These let you spend some time on a college campus, meet successful adults, and get involved in a network of people who will help you prepare for college.

Evaluate colleges

Do a little extra work in looking for a college. In addition to the usual items like location, size, type of college, you will want to find out how minorities fare on any given campus.

In general, if there is a sizeable minority group at a campus, students there may have a greater acceptance of *all* students, regardless of their race, color, or background.

Some young people look hard for a college where students come from various backgrounds, and have different ideas and opinions. They see this as a chance to learn about all kinds of people in the world. You might find life at a campus like that to be a happy experience — one in which you could learn and grow.

Traditionally black or fully integrated college?

An option you may want to consider is the possibility of attending a traditionally black college. If you'd like to know more about those colleges, a list is included. A college that's traditionally black has some characteristics you might want to consider.

Things to think about

Students sometimes find it easy to develop a stronger racial and cultural identity at traditionally black schools. Areas of study may be adapted to fit students' needs. You may find greater opportunities to participate in a full range of activities.

Care should always be used in selecting a college. As you consider a college, be sure that what it offers is what you need. You can get a good picture from reading the catalog, sitting in on classes, and talking to graduates.

Find out if there are specific activities for minorities, whether African-American, Hispanic, Jewish or others. The presence of some programs on campus which show a sensitivity to cultural diversity is usually a good sign.

A good way to check out the situation on a campus is to talk to former students, preferably those under 30. What did they like or dislike about the college experience?

Perhaps the very best way to get the real feel of a college campus is to make your own visit. If possible, try to spend a night and attend a class or two. This is very useful before you start applying to colleges. Just in case you find yourself being courted by college recruiters, an early visit will help you get a clear view of places most likely to fill your needs. This may help you when making your decision.

Paying for college

If you want to go to college, don't be too discouraged if you lack the money. With a combination of grants, work, and loans, a college education is almost always possible.

The trick is to *apply early*. And *apply correctly*. Complete your applications for college, housing, and financial aid in the late fall or mid-winter of your senior year to make sure your applications are well within the deadlines.

Each year there are millions of dollars available for student financial aid. Many of those dollars are awarded on a *first-come, first-served* basis. A delay may mean that money for which you qualify will have been awarded to other students. The same holds true if you are applying for scholarships. You will find a number of scholarships for minority students listed in the section called "Financing Your Education." If you are eligible, apply early.

Looking at other options?

Remember, the ideas for helping yourself get ready for college also apply, if you are interested in vocational-technical training or any other postsecondary education.

Whatever your choice — think ahead, plan ahead, and set your sights on more education after high school.

For more information

In addition to the general references on postsecondary education, there are some which you might find especially useful.

I Am Somebody, by Anna Leider, Octameron Associates, P.O. Box 2748, Alexandria, VA 22301. This short book is loaded with good ideas and is a "must read" for minority students. Ask your school counselor, school librarian, or public librarian to locate a copy for you.

To learn more about financial aid for minority students, consult the following:

Minority Organizations: A National Directory, current edition, published by Garrett Park Press, P.O. Box 190E, Garrett Park, MD 20896.

or write:

National Scholarship Service
and Fund for Negro Students
(NSSFNS)
250 Auburn Avenue, Suite 500
Atlanta, GA 30303
Phone: 404/577-3990

NSSFNS provides free counseling and referral service for all minority students.

Traditionally Black Colleges and Universities

ALABAMA (13)

Alabama A & M University
Alabama State University
S.D. Bishop State Jr. College
Concordia College
Lawson State Community College
Miles College
Oakwood College
Selma University
Stillman College
Talladega College
Trenholm State Technical College
Tuskegee University
J. F. Drake Technical College

ARKANSAS (4)

Arkansas Baptist College
Philander Smith College
Shorter College
University of Arkansas, Pine Bluff

DELAWARE (1)

Delaware State College

DISTRICT OF COLUMBIA (2)

Howard University
University of the District of Columbia

FLORIDA (4)

Bethune-Cookman College
Edward Waters College
Florida A&M University
Florida Memorial College

GEORGIA (10)

Albany State College
Clark/Atlanta University
Fort Valley State College
Morehouse College
Morehouse School of Medicine
Morris Brown College
Paine College
Savannah State College
Spelman College
Atlanta Christian College

KENTUCKY (2)

Kentucky State University
Simmons Bible College

INDIANA (1)

Martin University

LOUISIANA (6)

Dillard University
Grambling State University
Southern University System
Southern University at Baton Rouge
Southern University at New Orleans
Southern University at Shreveport
Xavier University

MARYLAND (5)

Bowie State University
Coppin State College
Morgan State University
Sojourner-Douglas College
University of Maryland, Eastern Shore

MICHIGAN (1)

Lewis College of Business

MISSISSIPPI (9)

Alcorn State University
Coahoma Junior College
Jackson State University
Mary Holmes College
Mississippi Valley State
Natchez College
Rust College
Tougaloo College
Hinds Junior College, Utica Campus

MISSOURI (2)

Harris-Stowe State College
Lincoln University

NORTH CAROLINA (11)

Barber-Scotia College
Bennett College
Elizabeth City State University
Fayetteville State University
Johnson C. Smith University
Livingston College
North Carolina A&T State
North Carolina Central University
Saint Augustine's College
Shaw University
Winston-Salem State University

OHIO (2)

Central State University
Wilberforce University

OKLAHOMA (1)

Langston University

PENNSYLVANIA (2)

Cheyney University
Lincoln University

SOUTH CAROLINA (7)

Allen University
Benedict College
Claflin College
Denmark Technical College
Morris College
South Carolina State College
Voorhees College

TENNESSEE (6)

Fisk University
Knoxville College
Lane College
Lemoyne-Owen College
Meharry Medical College
Tennessee State University

TEXAS (8)

Huston-Tillotson College
Jarvis Christian College
Paul Quinn College
Prairie View A&M University
Southwestern Christian College
Texas College
Texas Southern University
Wiley College

VIRGINIA (5)

Hampton University
Norfolk State University
Saint Paul's College
Virginia State University
Virginia Union University

WEST VIRGINIA (2)

West Virginia State College
Bluefield State College

College Choice and Students with Disabilities

The Americans with Disabilities Act (ADA) and the Rehabilitation Act Amendments of 1992 have increased the opportunities and choices for individuals with disabilities. These laws prohibit discrimination in employment, admissions tests, financial aid, and orientation. The Rehabilitation Act requires colleges receiving federal funding to admit individuals with disabilities who are otherwise qualified.

The law *does not* compel colleges to lower or make major changes in their standards to accommodate a person with a disability. So, be sure to find out if the college of your choice will be able to meet your needs before you actually commit to attending.

A college that's right for you

You will want to approach the search for a college with an eye to your particular needs. Several references can offer guidance. They include:

HEALTH Resource Center, Suite 800, One Dupont Circle, Washington, DC 20036-1193; 800/544-3284; voice/TDD. Single copies of these publications are FREE:
- *Learning Disabled Adults in Postsecondary Education*
- *Resources for Adults with Learning Disabilities*
- *Young Adults with Learning Disabilities and Other Special Needs*

Colleges with Programs for Learning Disabilities or Attention Deficit Disorders,
Peterson's Guides, P.O. Box 2123, Princeton, NJ 08543-2123; $26.36
Phone: 800/338-3282

College and Career Plans for Deaf Students
(1997 Edition $12.95), Gallaudet Bookstore, 800 Florida Ave., N.E., Washington, DC 20002-3695
Phone: 202/651-5380

Campus Opportunities For Students With Learning Differences, 5th Editon, 1997-98, Octameron Associates, P.O. Box 2748, Alexandria, VA 22301
(Includes list of summer programs and exceptionally good bibliography, $5.00)

You'll find campus visits are essential in making a choice among schools. Contact the admissions office to schedule an appointment for a tour and an interview, if you think you'll have questions.You might also talk to a financial aid officer about special financial aid.

The Kentucky Assistive Technology Network (KATS)

The Kentucky Assistive Technology Service (KATS) Network is a statewide network of organizations and individuals connecting to offer assistive technology services to enhance the quality and productivity of life. This collaborative system strives to make information about assistive technology available, and services and devices easily obtainable for people of any age and disability.

There are Assistive Technology Resource Centers in Lexington, Louisville, Murray and Covington. All centers can be reached by calling the **KATS Network Coordinating Center at 1/800/327-5287**. Network services include information, referral for assistive technology services, consultations on appropriate technologies, training, technical assistance, and loan of devices.

Financial aid for students with disabilities

Did you know that there is an agency especially created to help people with disabilities become employed? That can often mean assistance with postsecondary training, including college. For information, contact:

Department of Vocational Rehabilitation
Workforce Development Cabinet
209 St. Clair Street
Frankfort, KY 40601
502/564-4440 or
800/372-7121

To be eligible for services, an individual must:

1. have a physical or mental impairment;
2. have a substantial impediment to employment as a result of the impairment;
3. have a determination that vocational rehabilitation services are *required* to prepare for, enter into, engage in, or retain gainful employment.
4. It is presumed the applicant may benefit in terms of an employment outcome from the rehabilitation services.

In other words, there must be reasonable expectation that services will enable you to get or keep a job. You must have the necessary academic aptitude and economic need and file for financial aid yearly.

The Vocational Rehabilitation assistance/award could be partial or full payment of tuition, books, fees, and other services. The amount of this assistance is based on a financial needs assessment.

Vocational Rehabilitation has helped thousands of people; it may be able to help you, too. Check it out.

Department for the Blind Services

The Department for the Blind is a special agency which provides vocational rehabilitation services to individuals with severe visual disabilities so they may become independent and enter into employment or other gainful work. Services include, but are not limited to, assessment, counseling, training, assistive technology devices such as Braille equipment and computers, medical services, and job placement. Eligibility requirements are very similar to those of vocational rehabilitation, though the disability must be a severe visual impairment.

Agency field offices include:

Ashland - 606/920-2000
Bowling Green - 502/746-7479
Elizabethtown - 502/766-5126
Florence - 606/371-3380
Lexington - 606/246-2111
Louisville - 502/327-6010
Owensboro - 502/687-7306
Paducah -502/575-7315
Prestonsburg - 606/886-2730
Somerset - 606/677-4042

The Name of Your Game: Anticipate

If you are a student with special needs, you can get along well in college if you learn to plan ahead. In a word, *anticipate*. Give adequate time and attention to plan for the following:

- When you register for a class, always know where the class is and how you plan to get there.
- If you need special arrangements to participate in class, be sure to talk to your professor before the class starts.
- Allow yourself plenty of time to get to class, to prepare your assignments, whatever you need. Don't wait until the last minute.
- When you begin to think about careers and occupations, think first about your real interests and strengths. Consider the physical requirements of an occupation realistically, but don't feel that your disabilities are the only thing to consider. As the old song goes, *"Accentuate the positive!"*

Special services available at Kentucky colleges and universities are listed in Section H, "Kentucky Postsecondary Schools."

Getting the Most from a Campus Visit

Would you take a chance on buying a car from a catalog? "Of course not," you say. "I can't imagine anyone doing that!" Yet there are students who take as big a gamble by choosing a college without making a visit.

Today, every college has a good looking viewbook, full of photos of happy students, beautiful campus spots, exciting classes. These are designed to get you interested, but they can't tell the whole story. Many college admissions officers will tell you that the most important single factor in choosing a college should be a campus visit.

Before you go —

✔ Call and set up appointments, six weeks ahead if you need an interview, at least two weeks if you won't need one. You'll want a campus tour for sure. You can also arrange to see an admissions counselor, financial aid officer, and a faculty member in an area of study you want to investigate. Try to work out an overnight stay in a dorm, and a visit to a class or two.

✔ Be sure you have the directions. You don't want to be driving around, frantically looking for a parking place, when you're due for an appointment.

✔ Read catalogs, viewbooks, whatever you have from the school before your visit so you won't waste time asking lots of questions you could answer for yourself. (Don't forget that **Futures** has information on all postsecondary institutions in Kentucky. *Getting In* has complete profiles of schools.)

The big picture

The students - A top priority - What impression of the school do you get from the students? Would you say that they seem happy and friendly? Or do many appear tense or distracted? (More than one visitor has crossed off a school because students never smiled.) Do you think you would fit in? Stop and talk with students at each school you visit. What attitude do they have toward their school?

The campus - Do you like the overall appearance? Is it attractive? How do the buildings look? How do you like the layout of the buildings? How's it located in relation to the city?

The location - What's your impression of the town or city? Does it appear to offer anything for recreation? What about shopping? Are the people friendly or stand-offish?

Checking out the specifics

Here are some facilities and features you may want to check out. Add others you find important. These are listed randomly, not by importance.

Athletic facilities - What about playing fields, indoor courts, equipment? Are there different levels of athletic programs? Any special sports you want to know about?

Classes - Do classrooms seem adequate and clean? Do senior professors teach, or do graduate assistants teach a large number of the classes? Ask for the numbers. Who are the academic advisors?

Computers - Is there a computer center? How adequate/up-to date does it seem? Are students encouraged to buy their own computers? Can they be bought through the college? Are the dorms wired for computers?

Dining halls - Is there more than one? How is the food? Is there much variety? What meal plans are there? Are there off-campus alternatives near-by?

Residence halls - Are all single-sex? Coed? If so, in what way? What does a typical room look like? How are the bathrooms? Are rooms air-conditioned? Are there group activities? Residence advisers? How is their security?

Fraternities/sororities - How important are they in campus life? If there are houses, how do they look? Who lives in them? How much would this cost?

Library - How large is the book collection? Is the catalog system computerized? Would the library be a good place to study? What hours is it open?

Transportation - Can freshmen have a car on campus? If you'll have a car, how adequate/convenient is parking? Is there a shuttle bus system?

Science labs - Do they appear adequate, up-to-date?

Student center - How attractive is it? Are there many students using it? Are activities centered there? Does it have a good snack bar?

Other possible interests - Are facilities available for drama, dance, music, radio/television studios?

What to do with your parents

You may have doubts about having your parents go along on campus visits. Frankly, they can be helpful in talking over what you have seen on the visit. If you think they will embarrass you with too many questions, maybe you can suggest ahead of time that you would like to do most of the talking. In that case, be prepared to ask questions. If you have an interview with an admissions officer which may influence your chances of admission, make sure you do this on your own, but don't be afraid to depend on your parents, mentor, and others to help you prepare for the interview. Preparation is the key to making a good impression. On the other hand, if you have an interview which is strictly for information, parents can be helpful in asking questions and in helping to sort out everything you heard!

If you want to know, ask —

Here's your big chance to learn about this school. College students are your best source of information and opinions. The student center can be a good place to find students when they might have time to answer a few questions. Don't be scared to ask what you want to know. Remember, everyone on the campus has gone through exactly the same kinds of visits you are making. And, if you should happen to hit a few cold stares — well, that tells you something, too, doesn't it?

Source:
Charles J. Shields, "Taking a Trip to Campus," in *KEY — A Guide to College and Careers*, February, 1989.

College Comparison Worksheet

Note: Use this in the way that suits you best. Fill out those items important in making your decision.
Please copy this sheet and do not write in this book.

College Name ____________________

Admissions ____________________

- Minimum academic standards ____________________
- Other factors school may consider ____________________
- My chances of being accepted ____________________

Steps to admissions ____________________

- Tests required ____________________
- Application deadline ____________________
- Other requirements ____________________

Academics ____________________

- Is the school accredited? ____________________
- Are the programs of study I like accredited? ____________________
- Availability of possible majors for me ____________________
- Requirements for degree ____________________
- Qualifications of faculty (Check catalog) ____________________
- Special opportunities (CLEP, Honors, co-op,other) ____________________

Students ____________________

- Size of student body ____________________
- Diversity of student body ____________________
- Percent women, men, minorities, out-of-state students ____________________
- Percent full-time students living in dorm ____________________
- Percent returning as sophomores ____________________
- General impression of students ____________________

Lifestyle and activities ____________________

- Social life - informal or fraternity/sorority centered ____________________
- Religious or political activities ____________________
- Sports which interest me ____________________
- Clubs, interest groups I like ____________________

Campus and community

- Location and size of community ____________________
- Impression of community ____________________
- Layout and appearance of campus ____________________
- Dorms ____________________
- Student center ____________________
- Special facilities ____________________
- Cars/parking ____________________

Money matters

- Costs of education for a year ____________
- Tuition and fees ____________
- Room and Board ____________
- Books, supplies, and fees ____________
- Transportation (distance and frequency) ____________
- Miscellaneous ____________

Total costs $____________

My resources

- Grant ____________
- Loan ____________
- Scholarships ____________
- Work ____________
- Family contribution ____________
- Other ____________

Total resources for a year $____________

My opinion

- How would I feel about going to this school? ____________________
- What do I like best about this school? ____________________
- What problems might I see if I choose this school? ____________________
- How would my family and friends react to my choosing this school? ____________________
- Would their opinions influence me? ____________________

Narrowing the Search: Where Will You Apply?

Before you apply:

1. Do a bit of soul-searching. Analyze your reasons for going to college and decide the general characteristics you want in a college.

2. Collect and read information about those colleges that interest you. List likely candidates, probably anywhere from two to ten colleges.

3. Visit as many of those colleges as possible, gathering more information (and writing it down) for comparisons.

4. Narrow your list a bit more, either from your immediate impressions or after further consideration.

And now, where to apply?

How certain are you of your likes and dislikes? Sometimes students walk onto a campus and it's love at first sight! That might be your only application — but *only* if you're reasonably sure you will be admitted.

More often, students will like several colleges, seeing positives and a few negatives at each. At one, the classes look great but the residence halls are crowded. At another, the halls look great but you hear the food is atrocious. And so it goes.

What students value in colleges

A recent survey of more than 10,000 high school juniors and seniors showed these priorities:

Quality of major
Value of education (quality plus cost)
Quality of faculty
Employment opportunities after graduation
Academic facilities
Academic reputation
Compatible students
Availability of particular programs
Campus atmosphere
Preparation for graduate and professional schools

Source: "America's Best Colleges," 1995, *U.S. News and World Report.*

Compare and decide

Now is the time to pull out your comparison sheets and take a hard look, weighing factors you think are the most important. A big part of the decision to apply to several schools might be the admission standards or selectivity of a college. If you are looking for a real academic challenge and have made your choices on that basis, you know that the odds get tougher.

In that case, you might decide on "the reach, the range, and the safety" schools. The "reach" would be a few schools which are very competitive; the "range" would be two or three schools where you would appear to have a reasonably good chance of admission; the "safety," a school which would be a sure bet.

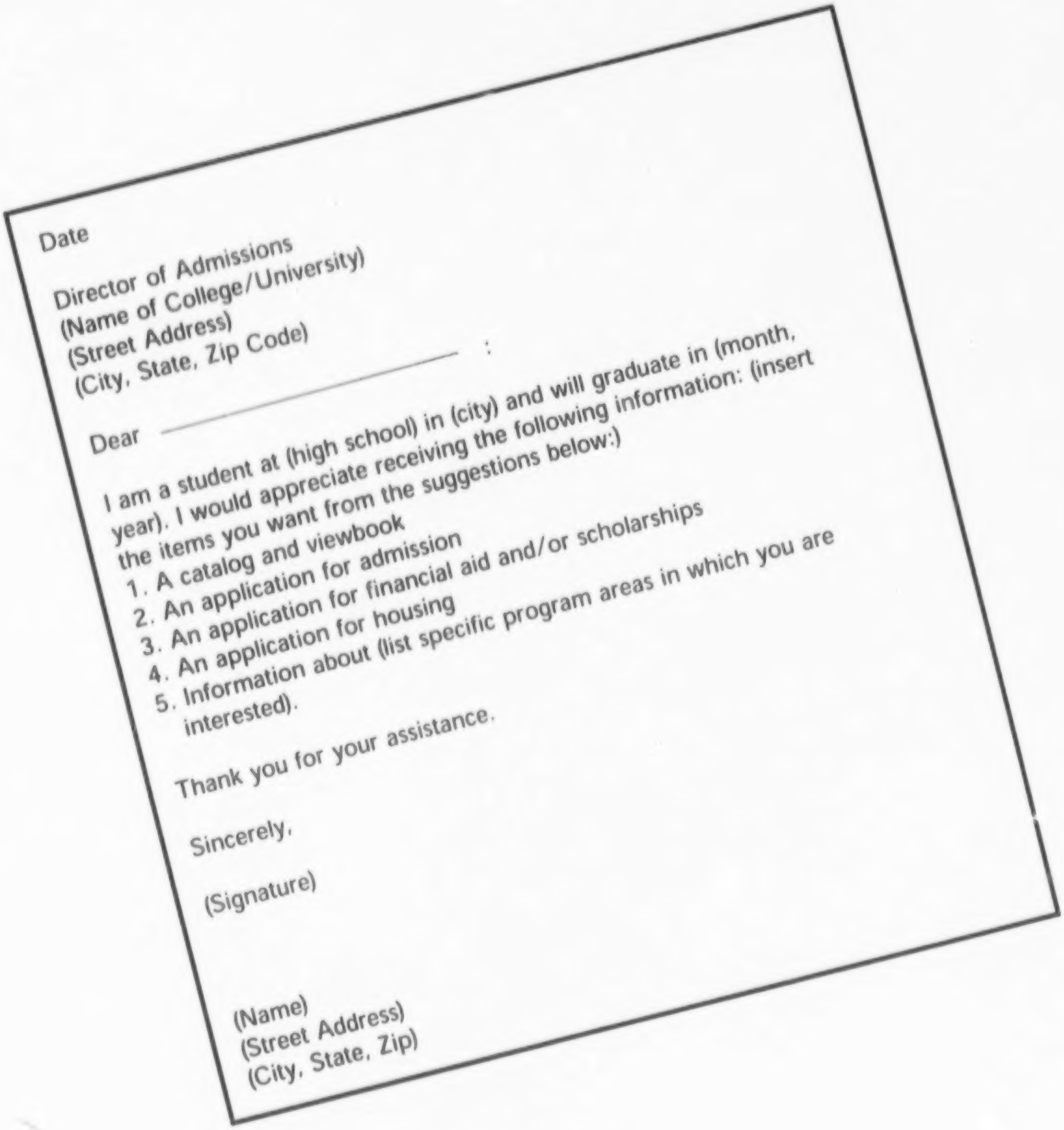
Remember that most students do not go to those lengths and satisfy themselves with two or three applications at the most.

Sample Letter

J

Request for Information

After identifying some colleges which might interest you, use this sample to write letters requesting information.



Date

Director of Admissions
(Name of College/University)
(Street Address)
(City, State, Zip Code)

Dear ______________________ :

I am a student at (high school) in (city) and will graduate in (month, year). I would appreciate receiving the following information: (insert the items you want from the suggestions below:)

1. A catalog and viewbook
2. An application for admission
3. An application for financial aid and/or scholarships
4. An application for housing
5. Information about (list specific program areas in which you are interested).

Thank you for your assistance.

Sincerely,

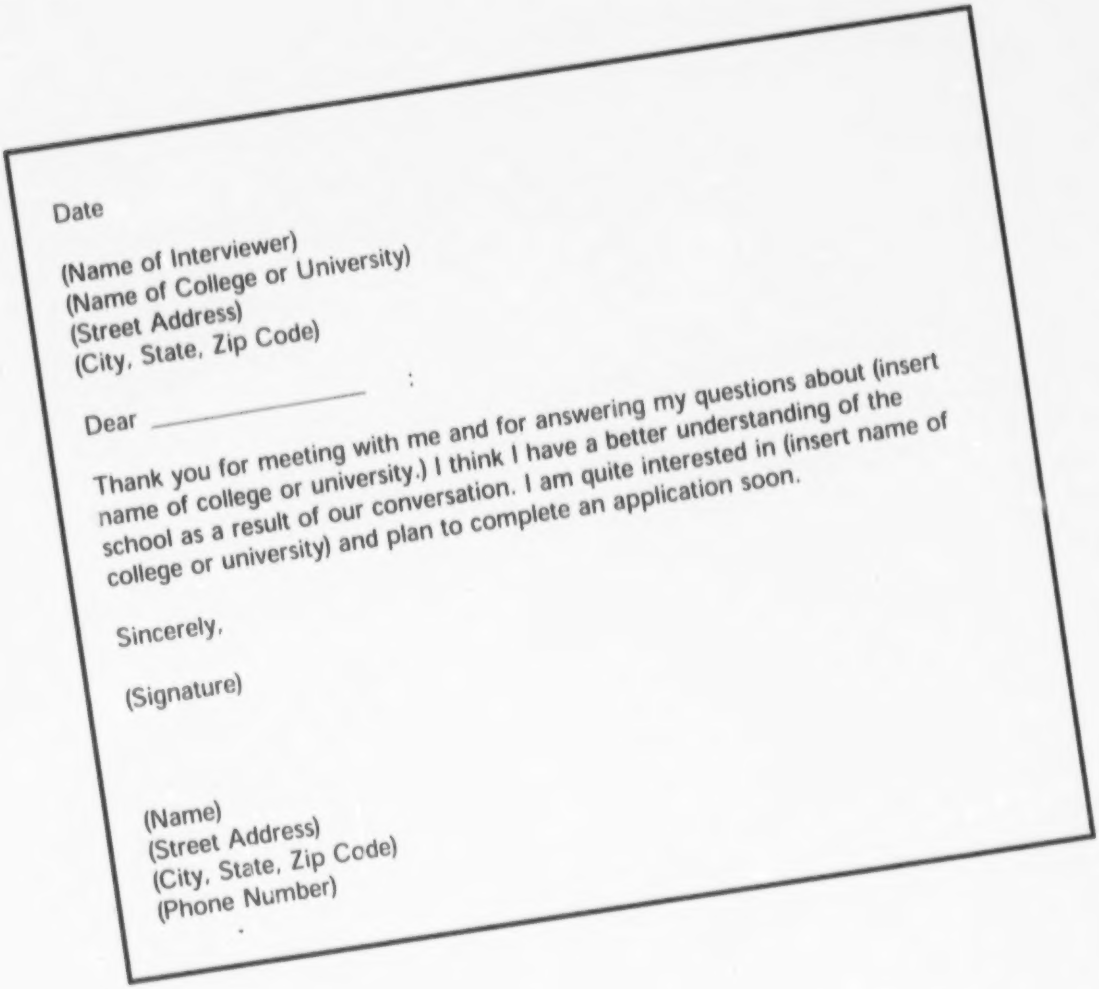
(Signature)

(Name)
(Street Address)
(City, State, Zip)

Sample Letter

Thank-you Letter to Interviewer

If you have an interview with a college admissions officer, you should write a simple thank-you letter to the interviewer. This sample might be used as a guide.



Date

(Name of Interviewer)
(Name of College or University)
(Street Address)
(City, State, Zip Code)

Dear ______________ :

Thank you for meeting with me and for answering my questions about (insert name of college or university.) I think I have a better understanding of the school as a result of our conversation. I am quite interested in (insert name of college or university) and plan to complete an application soon.

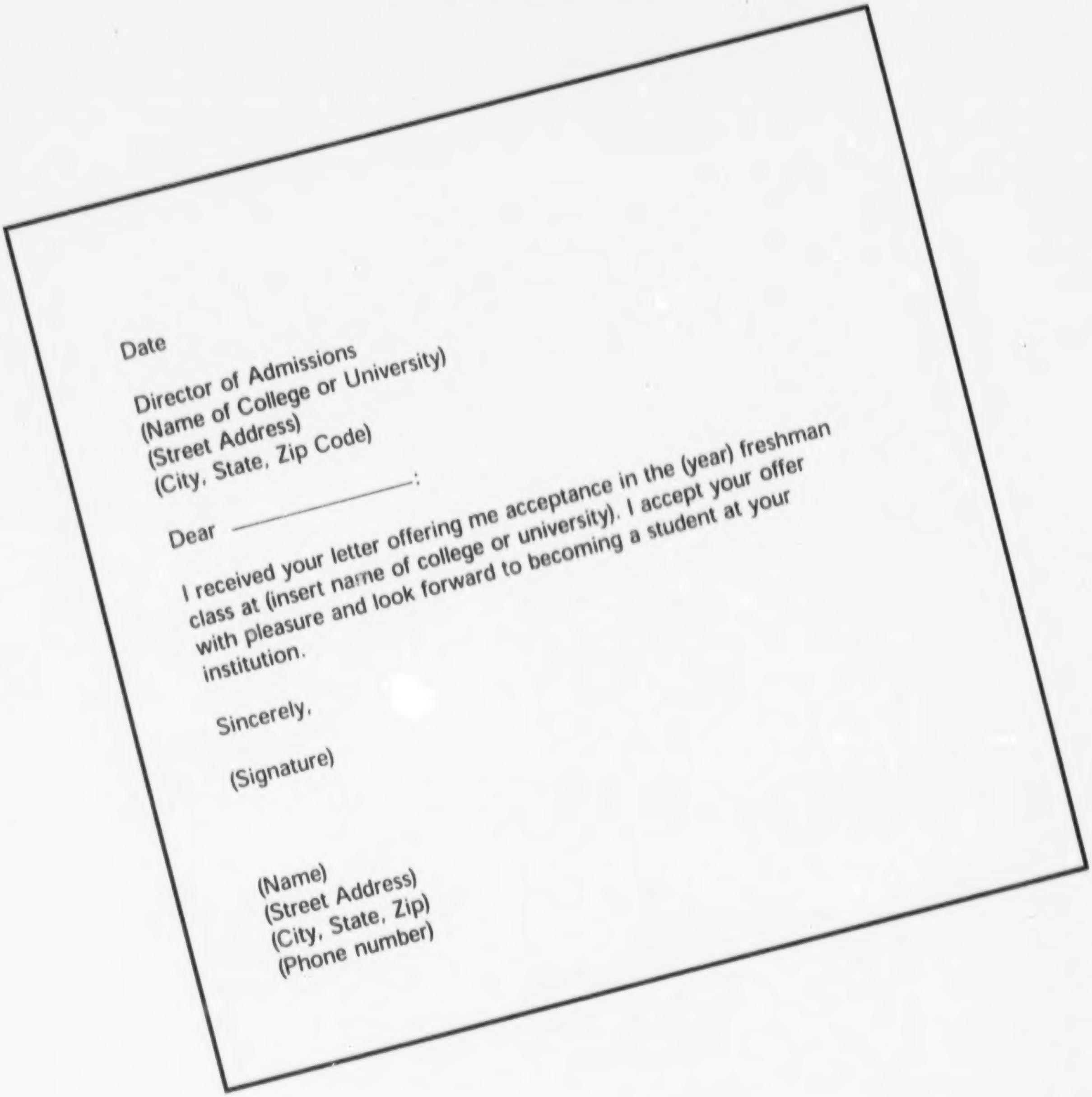
Sincerely,

(Signature)

(Name)
(Street Address)
(City, State, Zip Code)
(Phone Number)

Acceptance of Admission

If you decide to attend a college where you have been accepted, use this sample to write a letter of acceptance.



Date

Director of Admissions
(Name of College or University)
(Street Address)
(City, State, Zip Code)

Dear _______________:

I received your letter offering me acceptance in the (year) freshman class at (insert name of college or university). I accept your offer with pleasure and look forward to becoming a student at your institution.

Sincerely,

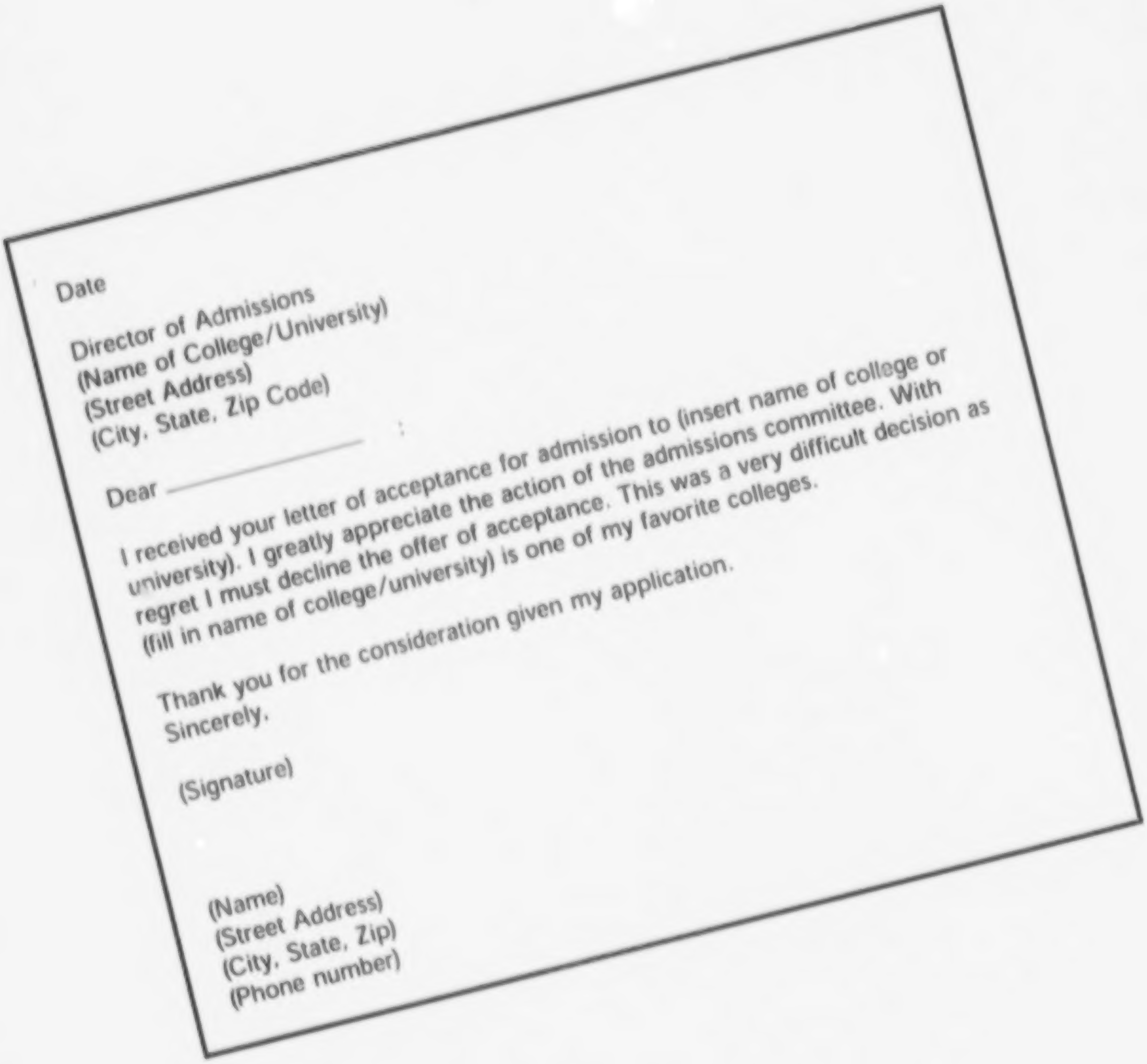
(Signature)

(Name)
(Street Address)
(City, State, Zip)
(Phone number)

Sample Letter

Declining Acceptance of Admission

Use this sample as a guide in writing a letter to decline a college's letter of acceptance — but be sure you've thought about it and have made your final decision.



Date

Director of Admissions
(Name of College/University)
(Street Address)
(City, State, Zip Code)

Dear ________:

I received your letter of acceptance for admission to (insert name of college or university). I greatly appreciate the action of the admissions committee. With regret I must decline the offer of acceptance. This was a very difficult decision as (fill in name of college/university) is one of my favorite colleges.

Thank you for the consideration given my application.

Sincerely,

(Signature)

(Name)
(Street Address)
(City, State, Zip)
(Phone number)

Getting Organized

Tips for Completing Your Applications

By the time you've requested two or three catalogs and have seen the amount of paper that returns in the mail, you'll wonder how to keep track of everything.

Organize your work center

If you take an hour or so to get organized, your efforts to complete college applications will be much easier. Your basic ingredients are:

- file folders
- labels
- typing paper
- No. 10 business envelopes
- pens, black if you must handwrite
- stapler or paper clips
- stamps

Locate a typewriter or word processor you can use if you or your family don't own one. (Yes, those applications look better typed.) And locate the nearest copying machine for making extra copies.

Make a folder for each college you are considering. Keep any materials on that college in your folder.

Applications – start to finish

1. Make copies of anything which has to be filled out: applications, secondary school reports, recommendation forms. Use the copies as your work sheets. When you're finished, transfer the information to the original forms.

2. Note the deadlines for applications and other materials. *Remember, you may need to complete separate application forms for admission, housing and financial aid.* If you are applying for scholarships of any kind, find out the deadlines for those applications, too.

3. If the college asks for a teacher or counselor recommendation:

- Fill out a personal data sheet (See sample in "High School – Beyond the Classroom.")
- Deliver the data sheet, the recommendation form, and a stamped, addressed envelope to your counselor/teachers. (See the sample note requesting a recommendation.)
- Is there anything you need to explain — bad grades in a semester? An achievement you're proud of? You want the counselor or teacher to be able to give a true picture of your school record and strengths.

4. Now, get to work on your applications. First complete the work sheet; then type the original. Don't wait until the last minute to start. Why not post a copy of the deadlines in places you can't avoid — the refrigerator? the bathroom mirror? You might team up with a friend to prod each other along. Doing the work isn't as hard as thinking about it!

5. Once you've finished and assembled your materials, make copies of everything before you mail the originals.

6. Make sure your counselor has mailed an original school transcript for you on time.

7. Write thank-you notes to teachers and counselors who recommended you.

Congratulations! You've finished something important. Why not plan something special for the weekend? You deserve it!

Worksheet for College Applications

Use this sheet to help you keep track of the deadlines and completion of paperwork for your college applications. Please make a copy of this sheet and do not write in this book.

TESTING ☐ ACT (Date) ________ ☐ SAT (Date) ________ ☐ ACH (Date) ________

ADMISSIONS	COLLEGE 1	COLLEGE 2	COLLEGE 3	COLLEGE 4
College Name				
Application requested				
Application deadline				
Transcript requested, mailed				
Admission test score report requested, mailed				
PCC verification requested, mailed				
Counselor reference mailed				
Essay completed (if needed)				
Recommendations mailed (if needed) Teacher A Teacher B				
College interview (if needed)				
Application completed, mailed				
Thank-you notes mailed				
HOUSING				
Application deadline (if separate)				
Application mailed				
FINANCIAL AID				
Application deadline				
Application mailed				
Scholarship application mailed				

First Things First:

Basic Steps to Community and Technical Colleges

Are you planning to apply to a community or technical college in your area? These colleges are conveniently located, inexpensive, and open to anyone who has a high school diploma or GED certificate. Regional universities also offer some associate degree programs.

Kentucky's community and technical colleges have an open-door policy, meaning that students can enter without having completed the Pre-College Curriculum.

Also, the application process is as easy as 1-2-3. Take a look at the basic steps between making your decision to apply and completing your admission to the freshman class.*

1. Obtain an application from the admissions office of the college, either by calling or writing the admissions office or by going to the office if you live nearby. Make a copy and fill out the copy first, then transfer the information to the original form. Be sure to keep a copy.

> **The application will soon be available on the KCTCS website:**
> http://www.kctcs.net

2. Obtain a copy of the Free Application for Federal Student Aid (FASFA) from the financial aid officer at the college if you want to apply for financial aid. Answer each question completely and accurately. Mail the form after making a copy to keep.

3. Colleges require an official transcript of your high school grades. Request your high school to send your transcript to the college.

4. Community and technical colleges require students to submit results of the ACT or COMPASS. In some instances, admission is granted with the understanding that the tests will be taken during the first semester. If you need to take the ACT, the admissions office will be able to tell you locations and dates the tests will be given. COMPASS may be taken at community or technical colleges.

5. Mail your completed application.

6. After receiving the application and other forms, the college will notify you of your admission status. A letter will be sent when admission is approved. The college will let you know the dates for orientation activities and class registration. Register as early as you can to increase the chances that you can get the classes you want. Plan to attend the orientation as you will gain much useful information about being a student.

7. Go to class. Congratulations! You're a college student!

*** Other steps may be necessary if you are applying for advanced standing or as a non-degree student. High school students seeking to take classes at a community college may need to meet other requirements. If interested in a technical program you should contact the college's admission officer about any special requirements for admission. In most instances, this should be done at least six months in advance.**

What Counts with Admissions Officers

Your high school record

Your number one asset in applying to any college is your high school record. The college admissions staff will be scanning your transcript, looking at your grades, class rank, and curriculum. To be prepared, you should start with the Pre-College Curriculum and fill in with strong academic courses. Take honors and AP classes wherever you can. Challenging electives will be essential, especially if you're interested in applying to a "selective" college.

Grade trends are important

What if you haven't exactly set any records in the ninth or tenth grades? Admissions people also look for trends in grades. If you are showing strong improvement over time — particularly in that all-important junior year — they'll take note.

More than any other factor, admissions people are looking for students who are capable of handling strong academic courses. They want to admit students who can succeed at their school.

Entrance tests are a factor

Entrance tests like the ACT and the SAT (no, that doesn't stand for "suffering and trauma") are more than ways to lose a Saturday morning's sleep. Like it or not, you'll have to deal with the tests and the results.

Schools usually give out an average score, or sometimes a range of scores for entrance tests of their accepted students. Don't be too concerned with the test scores you see reported in college guidebooks. Remember, the scores you read about are usually the mean scores. Half the people admitted were *under* that level, as well as *above* it.

Do colleges rely on test scores?

Admissions officers say that test scores are never the only factor in the admissions decision. The high school record and test scores are often listed as the first two factors considered, in that order. Still, you can't exactly brush the tests aside. In fact, you want to figure ways to give your best performance. What do you do?

First, listen to your parents and get a good night's sleep before the exam! Seriously, that does help. So will taking a few practice tests. Your guidance counselor may have discussions on test-taking strategies and reviews which you won't want to miss. If your PSAT scores or your first efforts at the ACT or SAT leave something to be desired, you might consider review books, a computer software study aid, or a commercial study program. Courses such as Stanley Kaplan and the Princeton Review have been around for several years. Their value in improving SAT scores is still hotly debated. Before writing a big check for a study course, talk to people who have completed the course. And remember that old standby at the library, *Reader's Guide to Periodical Literature* and computerized guides like *INFOTRAC*. They can lead you to articles, both for and against these courses, which you might want to read before you make up your mind. Look for articles listed under "ACT or SAT study courses."

Showing that extra something

Remember, you want to catch the eye of admissions counselors, so this is the time to show what makes you special. Talents, honors, awards — all need to be presented, and explained if necessary. Lead with the most important items first, just in case you get a hurried reader. Something here might give you the winning edge!

Your after-school hours

How have you spent your after-school hours? Your activities, either related or unrelated to school, need to be highlighted. If you are a person who has been willing to spend long hours at the school paper, or in some community project, that suggests you would most likely be an asset at college as well. Keep in mind that a few activities, pursued over several years, may demonstrate more serious interests than a long list of groups in which you participated only a short time. If you have had an after-school or summer job, be sure to mention that experience, particularly if your activities were in any way unusual.

The rest of the story

Some things in this life we cannot control — and a few of these factors mentioned in this section may influence your acceptance as a student at a particular school. Take heart though; they may work to your advantage instead of your disadvantage!

Legacies, the children of a school's alumni, often get special consideration at colleges. Did anyone in your family go to the school of your dreams? This can be a factor at public as well as independent colleges and universities. For example, some public universities accept only a limited percentage of students from out-of-state. However, children of alumni — no matter where they live — are sometimes considered in their "in-state" pool of applicants, meaning they qualify for lower, in-state tuition.

Your family's income level can also influence your eligibility for admission, as can your ethnic or racial background. Even geography can make a difference. For example, Berea College, an independent liberal arts college here in Kentucky, accepts primarily students with limited financial resources who live in the Appalachian Mountain region.

Wise words to wise applicants

Make your initial requests for information early. A college starts a file for you at that point, and it never hurts to have shown interest at an early date, does it?

Allow plenty of time for completing applications. Deadlines mean just that; be prepared to meet them. Remember to give yourself extra time if the school of your choice requires an essay. If you want that letter of acceptance, you can help yourself by putting together a first-class application.

Wow! What An Essay!

K

How to face a blank page without fear and trembling

Not every college asks for a personal essay but the most selective colleges and merit scholarship committees generally require them. Essays let you demonstrate your writing skills while presenting something of your real self. You can emerge as an imaginative, original person in your essay.

Why then, with this grand opportunity, does the sight of an empty page seem to strike fear and terror in the hearts of so many seniors?

In truth, you've got what it takes to write a winning essay. Your subjects are as close at hand as a picture in an album, a dog-eared favorite book, or the memory of a special person who has touched your life. So pick your topic and let's start at the beginning.

Determine your audience

Imagine if you will, Mr. Jones, admissions counselor for Topnotch College, bleary-eyed, tie askew, pushing aside a cup of cold coffee to make room for the latest pile of applicant folders which he must read this afternoon before leaving for the weekend. The foot-high stack has 20 folders, and before he reaches yours, number 11, he will have read ten and have more to go before he finishes.

Mr. Jones is probably typical of admissions counselors during the hectic winter months when colleges receive and process hundreds of applications — tired, stressed, and overloaded. How then to catch his attention, to get him to sit up straight and to take notice?

Off to a good start

Begin with a strong sentence or two, designed to "hook" your reader and you will have his attention. Read the beginning sentences of two essays on the same topic — dance as a favorite activity.

> "The drums play louder and faster while we, exhausted but exhilarated, bend low to the ground and move our bodies to the rhythm. 'AhhYEEE!'one woman calls out as she dances wildly. When this happens the movements become intense but natural; it feels like flying." (The writer was describing an African dance class.)

Doesn't that make you want to know what happened next? Now look at a "ho-hum" beginning sentence.

> "From kindergarten to my senior year, dance has been my favorite activity. I take dance classes whenever possible, and have done my share of 'shuffle-ball-step' in tap and pirouettes in ballet."

You (and Mr. Jones) may be stifling a big yawn, not the response you want to your essay.

Avoid the superficial

Avoid generalized, impersonal accounts of events in your life. Concentrate on developing one idea at some depth instead of reeling off a laundry list of interests or activities. Don't be afraid to write of your thoughts and feelings, for by sharing those you reveal the person you are.

Keep it simple but engaging

Use short, clear sentences to express yourself in a natural way. A conversational tone, as one person talking to another, should be your aim. If you were writing a friend you would let your imagination and humor show, and you can do that in the essay too.

Essays can offset problem areas

Suppose you have some explaining to do about a weak spot elsewhere in your application — for example, a sudden dip in your grades the first semester of your junior year. You might want to give a witty account of your slip-up. Consider this example.

> *Life* is what I learned about as a first semester junior. I experienced the meaning of the old adage, 'life is full of the unexpected.' Who would have guessed that I would fall in and out of love, not once but twice, get my driver's license and the flu — all in a few short months? I felt like a juggler trying to keep six plates in the air. Sometimes I kept things spinning pretty well, but in the end, a few did crash — namely, trigonometry and physics. Fortunately, with the help of a good tutor, I was able to piece those together, and get them back in the air by the end of the second semester...."

In summary, read and reread the essay question to make sure you understand what is being asked of you. Decide on your topic and your point of view. State your thesis, generally in the opening paragraph. Support your thesis in a few paragraphs, and write a conclusion which ties it all together. Your busy reader is likely to stop at the end of the first page; so should you.

After you've written a first draft, let the essay sit a day or two, then go back to revise and rewrite. At this point, you may want to have a teacher or counselor read and comment on the piece. As a final step, double-check your spelling, type your essay, have it proof-read (preferably by someone whose writing skills you trust) and make an extra copy to keep. Add the essay to the rest of your application, mail the package, and go *celebrate*! You deserve it!

Getting the Recommendations You Need

K

If your college application requires recommendations, you can help yourself get the kind of references you want and need.

What teachers should you ask?

First, list a few teachers who know you well. If you're looking for something more than "Joe's a great student and should do well", you'll need a teacher who knows what you can do in a particular area. When you ask him to write for you, suggest that he concentrate on the specific area in which he knows you.

Ask yourself if that teacher is likely to be a good writer. Will he be interested enough to do a good job? Does he have the time? Other students may give you insights about teachers who put effort into their recommendations.

If you find yourself having to approach a teacher you're not completely sure is "on your side" and can fully support you, just ask outright. You want that letter to be a good reflection on you.

Are you prepared?

Make your request in plenty of time. Allow at least two weeks, four would be even better.

Take along a copy of your high school data sheet, a quick reference to any honors and activities you've had since the ninth grade when you take the recommendation forms. Let the teacher know if there is something special you'd like highlighted. Remember, recommendations are requested to help colleges get to know you better. This isn't the time to be shy about yourself.

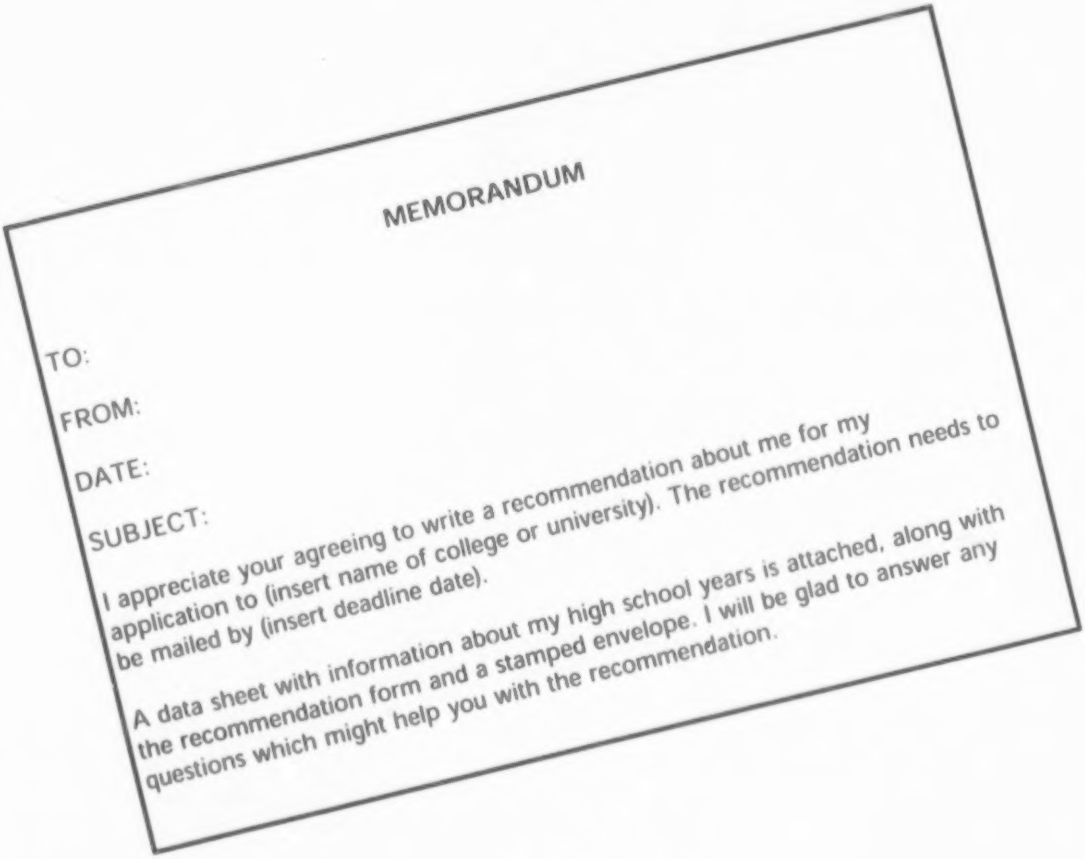
Make sure the form has the college's name and address as well as your name. Take along a stamped, addressed envelope for the teacher's use.

Consider signing the waiver saying that you will forfeit the right to look at the recommendation to insure a candid, honest assessment of you. Teachers may stick to a "nice" but bland description if you choose to see the recommendation after completion.

Sample Memo

Request for Teacher Recommendation

Please make a copy of this form and do not write in this book.



MEMORANDUM

TO:

FROM:

DATE:

SUBJECT:

I appreciate your agreeing to write a recommendation about me for my application to (insert name of college or university). The recommendation needs to be mailed by (insert deadline date).

A data sheet with information about my high school years is attached, along with the recommendation form and a stamped envelope. I will be glad to answer any questions which might help you with the recommendation.

Financial Aid - Trends

Education pays off in a big way. The value of a college or technical education can be counted in dollars as well as in knowledge. If you graduate from college, you may earn nearly a million dollars more in a lifetime than someone who doesn't graduate from high school. Even if you paid for every penny of a private four-year college education, now about $80,000 for four years, wouldn't that still be a terrific return on your investment?

If you've decided to invest in a college or technical education, where do you get the money? There are several national trends affecting where you might get the money for your education. Keep in mind as you read these trends that *higher education is affordable*. There's money out there so don't be discouraged by changes in programs. Knowing about trends will put you in a better position to plan your efforts to seek out all available sources of money.

Level of Education	Annual Earnings
Not a high school graduate	$19,700
High School Graduate	26,000
Some College, No Degree	30,400
Associate Degree	31,700
Bachelor's Degree	40,100
Master's Degree	50,000
Doctorate	62,400
Professional Degree	72,700

Source: Current Population Survey Unpublished Data, Bureau of the Census, March 1998

The latest with Uncle Sam

Uncle Sam, the number one source of financial aid, has shifted much of his aid from *grants* to *loans* over the last ten years. That doesn't seem likely to change. Annual increases in federal aid aren't keeping up with inflation, bad news at a time when the cost of education is rising faster than inflation.

Students are borrowing much more money to finance their educations. As a result, many students are working more and attending school part-time. The increased indebtedness makes the choice of majors and fields of study an important issue. A question in the minds of students today —"Will I be able to find a real job to pay back this loan when I graduate?"

Schools need students

On the other hand, the number of full-time students has dropped and colleges will be competing harder for the shrinking pool of students. Schools are putting more of their own funds into financial aid to attract qualified students. Private college financial aid went from $900 million in 1980 to over $7.3 billion in 1993.

SOURCE:

"How People Pay for College: A Dramatic Shift," *Chronicle on Higher Education*, 1995.

An interest in excellence

The national concern for promoting excellence is showing up in more merit awards — from the Byrd scholarships awarded to outstanding college freshmen to an increased number of merit scholarships awarded by colleges and universities.

Financial aid for services

More of the available aid is tied to service, especially in fields with labor shortages such as teaching. For example, teacher scholarships, ranging up to $5,000 per year, are now available if you are highly qualified, financially needy, and attend a Kentucky teacher preparation program. These do not have to be repaid as long as you teach in a certified Kentucky school one year for each year of tuition aid. Should you get one of these scholarships, the worst that could happen is that you might have to teach in a different location or you might not like teaching and change careers. If you leave teaching before you have taught the required length of time, you would have to repay the loan, with interest at a rate higher than a Stafford or Perkins loan.

Trends affect you!

There was a time when students could shrug and say, "That's my parents' problem." Not any more. You're involved because part of the financial aid package you get may be income from your own work as well as loans which you will be expected to repay.

Understanding the financial aid picture and the process for getting aid may play a big part in where you go to college or technical school. Turn the search for financial aid into a family affair and you're likely to come out ahead.

- Over $42 billion was available in 1995 for student aid, but to get any of it, you and your family had to know how, when, and where to apply for aid. In addition to ***Futures'*** section on financial aid, two good resources for information are *Getting In* and *Affording Higher Education,* published annually by the Kentucky Higher Education Assistance Authority (KHEAA). Other guides to financial aid are available at your school or public library. Be cautious about paying a fee for a computerized search. The information may be available at libraries free of charge. Be sure to look for directories which are up to date.

- The more you understand about financial aid, the better chance you'll have to increase your eligibility and get the aid you're entitled to, within the limits of the law. You'll have a real advantage over those who just "let it happen."

- You may be able to improve the makeup of your financial aid package (shorthand for getting more grants and fewer loans which must be repaid).

Sources:
Robert and Anna Leider. *Don't Miss Out,* 1994-95 Edition, Octameron Press, Alexandria, Va.

The Counselor's Handbook for Postsecondary Schools, 1996-97 U.S. Department of Education, 1996.

What Will College Cost?

Determining college costs isn't all that complicated, but the process does take time and some clear thinking. College or technical school catalogs will give you a good idea of basic educational expenses and estimates of living expenses. Remember to:

- calculate for the entire academic year. Be careful to note if costs listed in your school catalog only refer to one semester. If that is the case, you must double the costs to get the entire school year.
- estimate the remaining years of school, adjusting each year for an inflation rate of about 7 percent.
- estimate costs for each school you're considering.

It's useful to calculate your own expected living expenses whether living at home or away and then compare those with the school estimates. Your life style will have a big influence on your living expenses. If you must make adjustments, concentrate on that section.

Basic educational expenses

Tuition - includes payment for required courses, for study abroad, or exchange programs.

Fees - include payments for registration, health, activities, laboratory, or other fees. (Read your catalog carefully.)

Books and materials - include special items such as art supplies or sports equipment, and a computer.

Miscellaneous expenses - any field trips or other unusual expenses.

Living expenses

Room - includes cost of dorm room or apartment. If you will be living in an apartment, don't forget utilities and telephone.

Food - includes meal plan, eating out, and/or groceries.

Transportation - usual estimates include two or three trips home during the school year. Will you have car expenses, payments, insurance, parking, public transportation costs? Federal financial aid includes a small transportation allowance. That amount would probably not cover car payments, insurance or car maintenance.

Personal expenses - includes clothes, laundry and dry cleaning, recreation, medical and dental care, and insurance.

Miscellaneous - A catch-all for anything that doesn't fit in a category. Students with disabilities may have extra expenses, parents may need child care, etc.

Be sure to list *all* your expenses.

Annual basic expenses

$ ________ *Tuition*
$ ________ *Fees*
$ ________ *Books, materials*
$ ________ *Miscellaneous*

Annual living expenses

$ ________ *Room*
$ ________ *Food*
$ ________ *Transportation*
$ ________ *Personal expenses*
$ ________ *Entertainment*
$ ________ *Telephone*
$ ________ *Miscellaneous*

$ ________ *Total annual cost of college education*

Financial aid budget estimates

Financial aid counselors use "adequate budget" figures as they put together aid packages. Those figures will vary depending on your marital status and your living arrangements, in a dorm or at home. If you have unusual expenses, discuss those with a financial aid counselor at the school you plan to attend.

While this may come as a great shock, you need to know these budgets will cover basic expenses. They *do not* include luxuries. The budget is not designed to cover car payments and upkeep, much less an apartment with swimming pool and weight rooms. The allowance won't pay for VCRs, CDs, or Florida spring breaks, no matter how much you would enjoy those treats. Still, the budget should allow you to live in reasonable comfort. Better to know that now than to find yourself with too much year left at the end of your money, wondering where you went wrong.

Understanding Need: The Key to Financial Aid

To unravel the mysteries of financial aid you must begin at the beginning. There are two broad categories of financial aid. One is ***need-based***; the other is ***merit-based***. You must apply *separately* for need-based and merit-based aid to receive consideration for both. Some merit-based aid (scholarships) offered by institutions or organizations have early deadlines. Be sure to file any applications on time.

a. The majority of aid supported by tax dollars at both the federal and state levels is need-based. "Need" is the difference between what it costs to attend a school and what you, as a student, and your family are expected to pay. You might think of this as a formula:

COST OF EDUCATION
- EXPECTED FAMILY CONTRIBUTION
= NEED

"Need" is demonstrated once the "family contribution" has been determined by a formula called the Congressional methodology. Families are expected to pay school costs equal to the "family contribution." The "demonstrated need" becomes the basis for need-based aid.

b. Merit-based aid may be awarded solely on the basis of academic record or outstanding ability in many areas. In some instances the eligibility requirements may also include need. If you receive merit-based aid from any source, this will reduce your need for federal and state funds.

Cost of education (or cost of attendance) is the total of basic educational and living expenses while attending school. That figure is set by each institution and will vary from one school to another, depending on the basic costs of tuition, room and board, transportation, fees, and other expenses.

The expected family contribution (EFC) is the amount your family is found to be able to pay based on information you submit on the appropriate financial aid forms you can obtain from your school guidance office or the financial aid office of the postsecondary institution you might attend. You will find out the expected family contribution when your needs analysis has been completed and returned to you, usually four to six weeks after you send in the form.

The income and certain assets of parents and students (and spouses of married students) are the sources of the "family contribution." Once the family contribution has been determined for a school year, that figure remains the same whatever the cost of attendance at any college or technical school.

Need will change depending on the cost of education at any given school. (Remember, you will subtract the same amount of family contribution in each calculation.)

In summary, you demonstrate need and may be eligible for financial aid when the cost of education is greater than the total expected family contribution. Suppose your family contribution is determined to be $3,500. Look at the example below.

CONCEPT OF NEED EXAMPLES

	College A	College B	College C
Cost of Attendance	$10,000	$6,000	$3,000
Expected Family Contribution	- 3,500	-3,500	-3,500
Need	$ 6,500	$2,500	$ 0

With College A, your need would then be $6,500.

With College B, the family contribution remains $3,500, your need would be $2,500.

At College C, since your family contribution would exceed the cost of education, you would have no demonstrated need and would not be eligible for federal financial aid.

REMAINING NEED

If the cost of attendance was:	$10,000
and the determined family contribution was	- 3,500
then the remaining need would be:	**$ 6,500**

If an institution would then award the following kinds of federal, state and/or institutional aid consisting of:

1. Federal Pell Grant	$1,500
2. College Work-study	$1,000
3. Scholarship	$1,500
4. Supplemental Educational Opportunity Grant (SEOG)	$ 500
for a total of $4,500	**- $4,500**
Then the unmet need would be:	**$2,000**

The student could then apply for a Federal Stafford Loan for the $2,000 or unmet need. To apply for a Federal Stafford Loan you would consult with the financial aid office at the institutution you are attending.

Source: "Finding the formula for financial aid," Lexington Herald-Leader, June 12, 1995

Money, Money, Who's Got the Money?

Take a deep breath, sit back in your chair and read on to learn about money matters, the basics of financial aid. This may seem like boring reading when you'd rather be watching TV, but these facts will affect your future more than MTV or reruns of a sitcom ever will!

What is financial aid?

Financial aid is money provided to students to help pay for higher education, whether college or vocational training. Most aid is based on the ideas that (a) the cost of education is primarily the family's responsibility and (b) financial need must be demonstrated. By filling out the appropriate form acceptable to your school, you will find out if you have need and if you are eligible for need-based aid. ***Be sure you are using the forms specified by the school you have selected, as different schools may have different requirements. You must fill out a financial aid form every year you wish to apply for financial aid.*** Apply as soon as possible after the first of the year, after income tax information is available.

How is money made available?

Financial aid comes in five basic packages.

■ *Need-based grants*

Money in these packages bring lots of smiles. Why? Because they are *gifts* — for real — they don't have to be repaid as long as you fulfill your commitments (i.e., stay in school, etc.).

■ *Scholarships*

Another welcome source of aid, scholarships generally do not have to be repaid. Actually, some scholarships do expect something in return, perhaps to major in a particular field, march in the college band, play football, or keep making top grades — whatever got you the award in the first place. Some scholarships are awarded on the basis of merit and need.

■ *Conversion scholarships/loans*

This aid starts as a scholarship which you don't have to repay as long as you fulfill the terms of the agreement, such as teaching, for a period of time. But if you change your mind and decide you'd rather be an actor, cowboy, nanny, *anything* other than a teacher (or whatever you agreed to), the scholarship converts to a loan which you must then repay with interest.

■ *Work-study*

This part of a financial aid package is work arranged by the school which lets you earn money to help pay for school expenses. (Work you find on your own is not financial aid as such, but it counts as income which you will report on the next financial aid form.)

Loans

Most of the packages offered by institutions contain some loans. A loan is borrowed money which must be repaid with interest. What makes the government loans desirable is their favorable terms — repayment usually doesn't start until after you leave school, or drop below one-half time student status, and the interest rate is lower than standard bank rates. PLUS, and the new unsubsidized Federal Stafford Loans which are not need-based, have different terms.

Who are the players?

Students

You, in this case, and what matters most when it comes to financial aid is your dependency status. Are you a *dependent student* or an *independent student*? That important determination is made by very specific federal guidelines. You do not get to choose to declare whether you are dependent or independent.

A dependent student is at least partially dependent on his or her parents for financial support. That means that your income and assets and those of your parents are used to develop the amount your family is expected to contribute to school costs. Many factors are considered in this determination.

An independent student is not financially dependent on parents. If you are independent, only your assets and income (and those of your spouse, if you are married) are considered in the family contribution to school costs.

There are certain conditions which must be met to be considered independent. The section on student status of the financial aid form contains a series of questions required by the federal government to determine dependence.

Parents

What financial aid analysis people want to know most about your parents is how much mom and dad can contribute to the costs of your education. To find that out, they first want to know if your parents are *married, separated*, or *divorced.*

If both parents are living and married to each other - the income and assets of both will be counted in the family contribution.

If parents are divorced or separated - the income and assets of the parent with whom you lived the major part of the academic year will be counted, not the other parent.

Colleges

Colleges are public or private. Keep in mind that public colleges' tuition cost less, but private colleges often can be creative with their financial aid plans in order to help students meet the higher cost. Private colleges have more choices about how they spend their own money and this might affect your financial aid.

The needs analysis service

Those financial aid forms don't disappear into a black hole. They go to an agency which uses a formula to analyze the information you have submitted. A federally mandated summary will be sent to you. More detailed reports go to the schools you name. The forms are retained and may be audited. Accurate reporting is very important.

Financial Aid Officer (FAO)

If you're headed for college or vocational school after high school, the most important person on that campus — in terms of money — will be the financial aid officer.

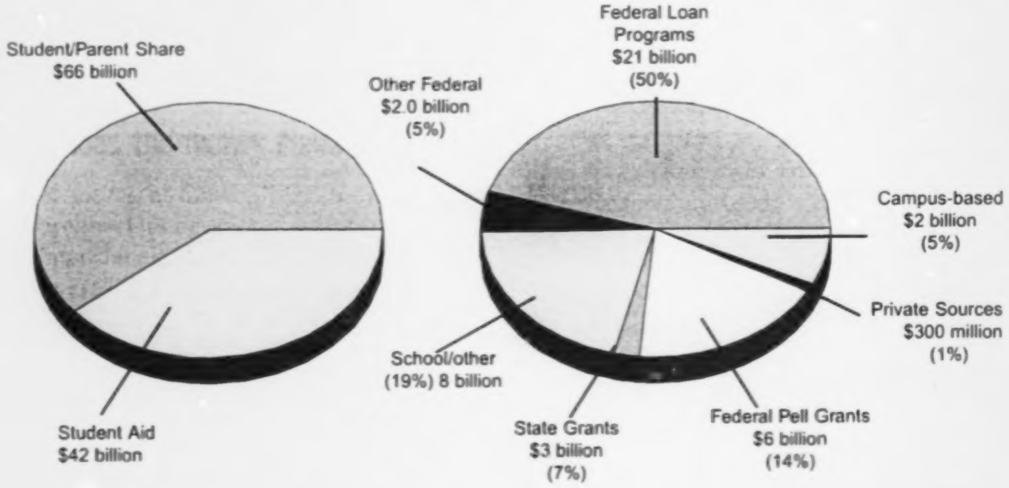
The FAO can exercise professional judgement and change the family contribution spun out in the needs analysis — but only if you present well-documented reasons, of course. The officer can decide how your financial aid package is structured. Will you get scholarships or grants? Work-study? Loans? Doesn't it make sense to know and to work closely with this player?

Where does the money come from?

The first source of funding must be you and your parents. The basic premise of need-based financial aid is that the cost of education falls mainly on students and parents, a fact you need to keep in mind. Once your "need" is determined, financial aid may be available from Uncle Sam, state government, employers, schools, and private sources.

Take a look at the cost pie and the aid pie for the United States. Who has the biggest pieces of pie? If you're "hungry for money," wouldn't it be smart to go first to those sources with the most on their plates? After you've applied to the main sources, you can look for that obscure or unusual scholarship. If and when you find one, that can be the ice cream on the top — pie "a la mode"!

Sources of Student Financial Aid



A — The Cost Pie **B — The Aid Pie**

Source:
Anna Leider and Robert Leider, *Don't Miss Out, 1994-95,* Octameron Press, Alexandria, Va., 1993

How and When Do You Apply for Financial Aid?

How do you apply?

ACCURATELY AND COMPLETELY!

When do you apply?

EARLY

If you only remember three words about applying for financial aid, those are the most important. To be more specific:

1. Collect the material you will need before you begin:

- Social Security number
- tax returns - both federal and state from the year prior to admission — your parents' and your own if you filed (for 1999-2000 school year, use the 1999 tax forms)
- current bank statements and mortgage information
- records of any benefits from the Social Security Administration, Veterans' Administration, or other agencies

2. Get the Free Application for Federal Student Aid (FAFSA) for 1999-2000 from your guidance counselor if attending a Kentucky college; read and follow the instructions *carefully*. If going to an out-of-state college, check with the financial aid office for the correct form.

3. Complete the form, list schools to receive reports, double-check and triple-check for errors and make a copy to keep.

Watch for these common mistakes:

- using the wrong form;
- missing Social Security numbers;
- incomplete or inaccurate income data;
- no signatures;
- forgetting to send a check for fees.

Complete the entire form. Do not skip sections or leave blanks. Incomplete forms are a major source of delay and could cause problems in establishing need.

4. Mail between January 1 and March 15, *the earlier the better* since some money is distributed on a first-come, first-served basis.

5. For suggestions on other scholarships, grants, or loans for which you might be eligible, look over "Financial Aid: The Major Sources" and "Scholarships from Private Sources" sections of ***Futures***. Talk to your high school counselor about community scholarships or loans, and see the financial aid officers at the schools where you may apply.

For more information, check out these World Wide Web sites:
http://www.kheaa.com
http://www.EASI.ed.gov
http://www.ed.gov/money.html

BE SURE TO FIND OUT IF ADDITIONAL FORMS ARE REQUIRED FOR INSTITUTIONAL SCHOLARSHIPS OR LOANS AND THE DEADLINES FOR FILING.

Financial Aid: The Major Sources

If you're hoping to get financial aid to help you attend a postsecondary school, start with the basics. Look first to the sources with the most money. Save the search for that obscure scholarship (you know — the one available to a blue-eyed, only child, majoring in dance) until you've filed the correct forms and until you have consulted with the financial aid officer at the schools to which you are applying.

You can obtain a financial aid form packet from your high school guidance counselor or the financial aid office of the school you might attend.

After you've completed the basics, be sure to ask counselors, your parents, employers, churches and other organizations about scholarships for which you might be eligible.

GRANTS
(For income-eligible students)

■ *College Access Program (CAP Grant)*

Eligibility: Financially needy Kentucky resident undergraduate enrolled in an eligible public or private nonprofit college or proprietary school or public vocational-technical school for at least six semester hours in an eligible course of study.

Awards: The award amount is equal to the community college tuition rate (for the 1999-2000 academic year, the amount for college students is $46 per semester hour not to exceed $550 per semester). The award amount for students attending a proprietary or technical college is equal to the technical college tuition rate, which for the 1999-2000 year, is $330 each semester for full-time attendance.

Application/deadline: Students must file a FAFSA.

■ *Federal Pell Grant*

Eligibility: An undergraduate student who holds no baccalaureate or higher degree, has financial need, and is a U.S. citizen or eligible non-citizen enrolled in an eligible school.

Awards: Award amounts set by federal government each year depending on program funding and financial need. For 1999-2000 academic year, the maximum grant is $3,125.

Application/deadline: Students must submit a FAFSA.

■ *Federal Supplemental Educational Opportunity Grant*

Eligibility: An undergraduate student who has no baccalaureate or higher degree, has exceptional financial need, and is a U.S. citizen or eligible non-citizen enrolled in an eligible school.

Awards: Up to $4,000 per school year depending on program funding and financial need.

Application/deadline: Students must submit a FAFSA; application deadline is set by the institution.

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■ *Kentucky Tuition Grant (KTG)*

Eligibility: Kentucky resident enrolled full-time at an eligible Kentucky private college accredited by the Southern Association of Colleges and Schools that does not have programs comprised solely of divinity, theology, or religious education. The student must be an undergraduate who has financial need.

Awards: Up to $1,500 each academic year.

Application/deadline: Students must submit a FAFSA

■ *Vocational Rehabilitation Assistance*

Eligibility: Individual who (1) has a physical or mental impairment which constitutes or results in a substantial impediment to employment; (2) can benefit in terms of an employment outcome from vocational rehabilitation services; (3) requires vocational rehabilitation services to prepare for, enter into, engage in, or retain gainful employment; (4) demonstrates academic aptitude; and (5) has economic need.

Awards: Partial to full payment of tuition and other services. Amount based on financial need assessment and availability of funds.

Application/deadline: Write to the Kentucky Department of Vocational Rehabilitation, Cabinet for Workforce Development, 209 St. Clair Street, Frankfort, KY 40601 or call 1-800-372-7172.

LOANS
(Must be repaid with interest)

■ *Federal Perkins Loans*

Eligibility: Any student who has financial need and is a U.S. citizen or eligible non-citizen enrolled at an eligible school pursuing a degree or certificate.

Awards: $4,000 annual maximum for undergraduate students and $6,000 for graduate students (may be increased 20 percent for study abroad). The maximum cumulative total undergraduate amount is $20,000; the maximum cumulative graduate and undergraduate limit is $40,000.

Application/deadline: Students must submit a FAFSA; application deadline set by institution.

.■ *Federal PLUS Loans* (FFELP)*

Eligibility: Any parent, stepparent, or legal guardian of a dependent student enrolled at least half-time in an eligible program at an eligible school.

Awards: The maximum loan amount equals the cost of education minus other financial aid received.

Application/deadline: Contact a participating lending institution, the financial aid office at the school the student plans to attend, or the Kentucky Higher Education Assistance Authority, (KHEAA) 1050 U.S. 127 South, Frankfort, KY 40601-4323, Phone: 800/928-8926. (Depending on the school you choose, Federal Direct PLUS Loans with the same eligibility and award criteria may be available. Direct PLUS requires the Direct PLUS Loan Application and Promisory Note, which is available at the school.)

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■*Federal Subsidized and Unsubsidized Stafford Loans (FFELP)**

Eligibility: Student must demonstrate financial need to qualify for the subsidized loan; however, the student is not required to demonstrate financial need to qualify for the unsubsidized loan. The Federal Stafford Loan amount for an academic period cannot exceed the student's cost of attendance (as determined by the educational institution) less the student's estimated financial assistance and, if the loan is a subsidized Stafford Loan, expected family contribution. Student must be a U.S. citizen or eligible non-citizen enrolled or accepted for enrollment at least half time in an eligible degree program at an eligible school.

Awards: The amount of one loan or a combination of both loans may not exceed the loan limits per academic year based on the student's dependency status and grade level and the length of the program of study in which the student is enrolled. The current loan limits are as follows:

GRADE LEVEL	DEPENDENT STATUS	INDEPENDENT STATUS
First Year	$2,625	$6,625
Second Year	$3,500	$7,500
Each remaining year of Undergrad Study	$5,500	$10,500
Each year of Graduate/Professional Study	$8,500	$18,500

Application/deadline: FAFSA and either the Application and Promissory Note for Federal Stafford Loans or the Federal Stafford Loan Master Promissorty Note. Either promissory note may be obtained from KHEAA, a participating lending institution, or the financial aid office at the school the student plans to attend. (Depending on the school you choose, Federal Direct Stafford Loans with the same eligibility and award criteria may be available. Contact the school for information on the application process for a Federal Direct Stafford Loan.)

■ *Nursing Student Loan*

Eligibility: U.S. citizen or eligible noncitizen who is enrolled at least half time in nursing program and demonstrates financial need.

Awards: Varies. Participating schools are responsible for determining the amount of assistance a student requires.

Application/deadline: Contact the financial aid office of the school you plan to attend. Application deadline set by institution.

■ *Primary Care Loan*

Eligibility: U.S. citizen or eligible noncitizen who is enrolled in a college of allopathic or osteopathic medicine, demonstrates financial need, and agrees to enter and complete residency training in primary care within four years after graduation and practice in primary care for the life of the loan.

Awards: The maximum award for first-and second-year students is cost of attendance (including tuition, educational expenses, and reasonable living expenses). Greater amounts may be awarded to third-and fourth-year students.

Application/deadline: Contact the financial aid office of the school you plan to attend. Application deadline is set by the institution.

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CONVERSION SCHOLARSHIP/LOANS
(No repayment if service obligation is met)

■ *Kentucky Natural Resources and Environmental Protection Cabinet Scholarship*

Eligibility: Student who will be enrolled in a Kentucky university at the junior, senior, or post-graduate level and pursuing a course of study considered to be of critical need to the Department for Environmental Protection, Department for Natural Resources, or Department for Surface Mining Reclamation and Enforcement. Recipients will work for the sponsoring department following completion of degree requirements.

Awards: Amounts are awarded to defray the average costs of tuition, books, and room and board.

Application/deadline: Contact the Kentucky Water Resources Research Institute, University of Kentucky, Lexington, KY 40506 or call 606/257-1299. Application deadline is February 15. For further information, contact the Department for Environmental Protection, 14 Reilly Road, Frankfort, KY 40601.

■ *Kentucky Nursing Incentive Scholarship*

Eligibility: Kentucky resident who is enrolled in an approved nursing program and who agrees to work as a nurse in Kentucky.

Awards: Varies.

Application/deadline: Contact Kentucky Board of Nursing, 312 Whittington Parkway, Suite 300, Louisville, KY 40222-5172, Attention: Darlene Chilton. Application deadline: June 1.

■ *KHEAA Teacher Scholarship*

Eligibility: Highly qualified, financially needy Kentucky resident enrolled or accepted for enrollment as a full-time student and seeking initial teacher certification. Recipients who do not fulfill requirements must repay the scholarship with interest.

Awards: Freshmen and sophomores will receive an annual maximum of $1,250; $625 each semester; and $1,250 for each summer session. If classified as a junior, senior, postbaccalaureate, or graduate student, the maximum for an academic year is $5,000 (exclusive of a summer session); $2,500 for each semester; and $1,250 for each summer session.

Application/deadline: Follow instructions on the FAFSA and release need analysis data to KHEAA. Student must also file a Teacher Scholarship application with KHEAA. This application is available from high school guidance counselors, college education advisors, and KHEAA. Applicants are responsible for a completed application and need analysis data being received by KHEAA on or before May 10.

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■ *Kentucky Transportation Engineering Scholarship*

Eligibility: Kentucky resident, high school graduate, and civil engineering student at the University of Kentucky or pre-engineering student at any community college, Kentucky State University, or Western Kentucky University.

Awards: Semester stipends and summer jobs.

Application/deadline: Contact the school you plan to attend or Kentucky Transportation Cabinet, State Office Building, Room 114, 501 High Street, Frankfort, KY 40622. Application deadline is March 1.

■ *Minority Educator Recruitment and Retention (MERR Scholarship)*

Eligibility: Kentucky resident who is a member of a minority group as defined by the federal government, maintains a 2.5 grade point average, declares teacher education as their major area of study, and is a full-time undergraduate or graduate pursuing an initial teaching certificate. Recipients who do not fulfill requirements must repay the scholarship with interest.

Awards: Up to $5,000 each academic year.

Application/deadline: Contact Kathryn K. Wallace, J.D., Director, Division of Minority Educator Recruitment and Retention, Kentucky Department of Education, 500 Mero Street, Frankfort, KY, 40601, phone: 502/564-3301. Application deadline is determined by individual state colleges of teacher education.

■ *Osteopathic Medicine Scholarship*

Eligibility: Kentucky resident accepted for enrollment into the Pikeville College School of Osteopathic Medicine. Recipients who do not fulfill requirements must repay the scholarship with interest.

Awards: Equals the difference between the prevailing amount charged for in-state tuition at the state medical schools and that charged at Pikeville College School of Osteopathic Medicine.

Application/deadline: Write to Teresa Jones, Financial Aid, Pikeville College School of Osteopathic Medicine, 214 Sycamore Street, Pikeville, KY 41501 or call (606) 432-9616. Application deadline is July 1.

■ *Related Services Occupational Therapy/Physical Therapy Scholarship*

Eligibility: Kentucky resident who is seeking related service licensure and enrolled or accepted for enrollment at a participating institution as a full-time student, unless enrolled for the final term and less than full-time enrollment is required to complete the program. Recipients who do not fulfill requirements must repay the scholarship with interest.

Awards: Cannot exceed the student's total cost of education less other financial aid received. The award maximum for a full-time student is $5,000 each academic year (exclusive of a summer session);$2,500 each semester; and $1,250 each summer term. The aggregate maximum award is $12,500 for undergraduates; $7,500 for graduates. A student enrolled less than full time in the semester or summer term in which the eligible program of study will be completed may receive up to $210 each semester hour.

Application/deadline: Write to Mike Miller, Kentucky Department of Education, Division of Exceptional Children Services, 500 Mero Street, Capital Plaza Tower, Frankfort, KY 40601 or call (502) 564-4970. Application deadline is set by the institution.

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■ *Rural Kentucky Medical Scholarship*

Eligibility: Kentucky resident who has been accepted for enrollment at one of the state's medical schools and agrees to practice in an approved rural county of Kentucky.

Awards: $12,000 each year.

Application/deadline: Contact the Rural Kentucky Medical Scholarship Fund, Kentucky Medical Association, 4965 U.S. Highway 42, Suite 2000, Louisville, Kentucky, 40222-6301 or call (502) 426-6200. Application deadline is April 1.

SCHOLARSHIPS
(Gift assistance for eligible students)

■ *Byrd Honors Scholarship*

Eligibility: Current graduate of a Kentucky public/non-public school or holder of an equivalent certificate of graduation recognized by the state who provides evidence of past academic achievement and the potential for continued academic success and is enrolled full-time in a postsecondary educational institution for the following academic year.

Awards: Varies.

Application/deadline: Contact your high school guidance office for an application and deadline information.

■ *Commonwealth Scholars Program*

(Eligibility differs for each institution. See separate entry in this section.)

■ *Governor's Kentucky Technical College Scholarship*

Eligibility: Kentucky high school senior or GED recipeint who demonstrates academic achievement, character excellence, and career potential.

Awards: Up to $2,600; covers tuition and required fees, books, supplies, and personal safety gear or uniforms. Three new scholarships are available each year at each Kentucky Technical College (two for high school students and one for a GED recipient).

Application/deadline: Contact your high school guidance counselor office for an application. Application deadline is March 1.

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■ *Kentucky Educational Excellence Scholarship (KEES)*

Eligibility: Kentucky resident who achieves a 2.5 to 4.0 GPA at the end of an academic year in an approved curriculum determined by the Council on Postsecondary Education, plans to attend a participating Kentucky higher education institution, and is not a convicted felon.

Awards: High school seniors graduating in 2000 may receive scholarships based on each of their final junior-year and senior-year GPAs plus a bonus award based on their highest ACT scores. These awards are expected to range from $125 (2.5 GPA) to $500 (4.0 GPA) each year and from $36 (ACT score of 15) to $500 (ACT score of 28 or above.) Award amounts may be adjusted based on the availability of funds. High school juniors, sophomores, and freshmen may also earn scholarships as they progress through high school. College freshmen must be enrolled full-time and earn at least a 2.5 cumulative GPA to keep the full award. After the freshman year, students must be enrolled full-time and achieve and maintain at least a 3.0 cumulative GPA to keep the full award (full-time students with a GPA of at least 2.5 but less than 3.0 will receive half the award).

Application/deadline: No application is necessary. Each high school will transmit information on eligible students to the Kentucky Department of Education (KDE). KDE will transmit to KHEAA data for all eligible students.

■ *Institutional Scholarships*

Contact Financial Aid Officer or individual department head for information on institutional scholarships.

WORK/STUDY

■ *Federal Work-Study*

Eligibility: Any student who has financial need and is a U.S. citizen or eligible non-citizen enrolled in an eligible institution pursuing a degree or certificate.

Awards: Student must be paid at least the current federal minimum wage. Maximum earnings cannot exceed total cost of education less other financial aid received;

Application/deadline: Student must submit a FAFSA. Application deadlines are set by institution.

■*KHEAA Work-Study*

Eligibility: Kentucky resident attending an approved Kentucky postsecondary educational institution on at least a half time basis. Student's employment must be career-related and priority is given to undergraduates.

Awards: Student must be paid at least the federal minimum wage. Maximum earnings cannot exceed total cost of education less other financial aid received.

Application/deadline: Contact the KHEAA Work-Study Program coordinator at the school you attend.

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BENEFITS FOR MILITARY SERVICE

Most branches of the military offer some type of tuition assistance program that enables active duty members to take courses at civilian colleges during their off-duty hours. In addition, military training while on active duty can sometimes count toward college credit. After active duty has been completed, veterans can take advantage of the Montgomery GI Bill to attend college. Local Armed Forces recruiting offices can provide detailed information about educational opportunities through the military.

■ *Kentucky Air National Guard Education Assistance*

Eligibility: High school graduate or GED and current member of the Kentucky Air National Guard.

Awards: Through the Montgomery GI Bill, students receive up to $251 each month toward an undergraduate degree. They can attend the college of their choice and receive up to 36 months of benefits and a maximum of $9,036. The Montgomery GI Bill KICKER offers an additional $350 each month for selected critical career fields and is also paid for a total of 36 months. Students receive credit for their military schooling through the Community College of the Air Force, which is transferable to many collees in Kentucky. Starting guard pay for one weekend of monthly training is $128. Kentucky Air Guard membership offers a 100 percent tuition award program.

Application/deadline: Contact the Kentucky Air National Guard Representative at (502) 364-9422 or toll free (800) 892-6722.

■ *Kentucky National Guard Montgomery GI Bill*

Eligibility: High school graduate or GED and current member of the Kentucky National Guard with six year obligation.

Awards: Students receive up to $208.93 per month for full-time enrollment in a Veterans Administration approved vo-tech, undergraduate, or graduate degree program. Total amount of benefits over 10 years of eligibility is $7,521.48.

Application/deadline: Contact the Education Services Office for the Kentucky National Guard at 502/564-8550 or 1-888-594-8273.

■ *Kentucky National Guard Tuition Award*

Eligibility: Active enlisted member of the Kentucky National Guard. Member must maintain all minimum standards, be eligible for all positive personnel actions, and have completed basic training or its equivalent.

Awards: Equivalent to in-state tuition at any Kentucky, state-supported university, community college, or vocational-technical school as long as funds are available.

Application/deadline: Contact Major John P. Roth, Kentucky National Guard, Boone National Guard Center, 100 Minuteman Parkway, Frankfort, KY 40601 or phone 1-888/GO GUARD (1-888-594-8273).

■ *Reserve Officer Training Corps (ROTC) Scholarship*

Eligibility: High school graduate.

Awards: range from full, four-year scholarships to annual subsistence allowance for advanced course students. Vary according to the particular branch of service.

Application/deadline: Contact the Military Science Department of the school you plan to attend.

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■ *Kentucky Educational Savings Plan Trust*

(for families with children under 15 years of age)

Description: The Trust helps families save, in a planned way, for their children's higher education. Trust accounts can be opened for children under 15 years of age, and deposits can be as small as $25. The method, schedule, and amount of subsequent contributions are all determined by the participant. Account earnings are exempt from Kentucky taxes. The younger the child is when participation begins, the better prepared the family will be to meet growing educational costs.

Information: To request more information, call 502/606-7382 or 800/338-0318 or write to Kentucky Educational Savings Plan Trust, KHEAA, 1050 U.S. 127 South, Frankfort, KY 40601-4323.

■ *National Service*

Eligibility: High school graduate or GED holder who agrees to perform national community service before, during, or after receiving postsecondary education.

Awards: Up to $4,725 each academic year to pay current or future education expenses or repay federal student loans.

Application/deadline: Contact the Corporation for National Service, 1201 New York Avenue, NW, Washington, DC 20525; call toll free 800/942-2677; or visit http://www.americorps.org on the Internet.

WAIVERS

■ *Dependents of Deceased or Disabled Kentucky Law Enforcement Officers and Firefighters*

Eligibility: KRS 164.2841–*Free tuition at state-supported school for the survivor of a police officer, firefighter, or volunteer firefighter killed in the line of duty.* Student must be a biological or adopted (not step) child whose parent–or any nonremarried widow or widower whose spouse–was a resident of Kentucky upon becoming a law enforcement officer, firefighter, or volunteer firefighter who was killed while in active service or training for active service or who died as a result of a service-connected disability. These provisions shall apply to any firefighter or volunteer firefighter who is killed or dies on July 1, 1989, or thereafter.

KRS164.2842–*Free tuition at state-supported school for the widow, widower, or child of a police officer, firefighter, or volunteer firefighter permanently or totally disabled in the line of duty.* Student must be a biological or adopted (not step) child whose parent–or any nonremarried widow or widower whose spouse–was a resident of Kentucky upon becoming a law enforcement officer, firefighter, or volunteer firefighter who was permanently and totally disabled while in active service or in training for active service. A living law enforcement officer, firefighter, or volunteer firefighter must be officially rated permanently and totally disabled for pension purposes or 100 percent disabled for compensation purposes or, if deceased, must have held such a rating at time of death. Tuition is waived (1) until the child reaches age 23 (no age restrictions for spouse), or (2) for a maximum of 36 months.

Awards: Tuition waiver at any state-supported university, community college, or technical training institution.

Application/deadline: Contact the financial aid office of the school you plan to attend; write to the Kentucky Fire Commission, 1049 U.S. 127 South, Suite 5, Frankfort, KY 40601; or call 502/564-3473 or 1-800/782-6823. To view these statutes in their entirety, visit the Legislative Research Commission's Web site at http://www.lrc.state.ky.us.

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■ ***Dependents of Deceased or Disabled Kentucky Veterans***

Eligibility: A waiver of tuition is an education benefit provided by the Commonwealth of Kentucky in recognition of wartime military service of Kentucky veterans. An approved tuition waiver means a student may attend any one of the two-year, four-year, or vocational-technical schools which are operated and funded by the Kentucky Department of Education. The veteran must (1) have served during a wartime period, (2) be rated 100% disabled (service-connected) or 100% permanently and totally disabled (nonservice-connected), and (3) be a resident of Kentucky or have been a resident at time of death. In the event a veteran has not filed a Veterans Administration Claim, documentation must be submitted with the application and determination of eligibility made based upon the information provided. There are two statutes under which an applicant may qualify: KRS 164.505 and 164.515. Requirements contained in the statutes can be found on the Legislative Research Commission's website at http://www.lrc.state.ky.us.

Awards: Tuition waiver at any state-supported university, community college, or technical training institution.

Application/deadline: Contact the Veterans Affairs Office of the school you plan to attend or Kentucky Center for Veterans Affairs, 545 South Third Street, Room 123, Louisville, KY 40202, phone: 502/595-4447.

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Are You Eligible for a Scholarship?

There are various merit scholarships based on *specific performance* through competitive judging in areas such as student writing, speeches, projects, performance, or special tests.

Other scholarship programs evaluate students' *past achievements* in areas such as academics, leadership, or community involvement.

There are awards based on *past and present achievements*, evaluating your academics and outside activities as well as performance in a current competition.

Your *life circumstances* can make you eligible for scholarships as well. These factors might include your parents' (or your own) place of employment, your religious affiliation, your career goals and many other considerations.

Applying for scholarships

- Begin entering competitions as a freshman or sophomore to gain good experience.
- Prepare well in advance of deadlines. If you are interested in writing or the arts, you may need to assemble a portfolio of your work. Science and math projects often take a long period of time.
- Keep a file of materials needed for applications such as paper, envelopes, copies of recommendations from teachers or counselors, or essays you have written. Many applications require similar information and materials. You may be able to "recycle" pieces of one application into another.
- Write for information on scholarships. Use a standard form letter for your request and enclose a stamped, self-addressed envelope.

A word about *Futures'* scholarships

Futures contains information on scholarships available to students across the state. Space limitations prohibit listing:

- Institutional scholarships offered by colleges and universities to their students. Check with the financial aid officer or the departmental chairman in your area of study at your chosen college.
- Local scholarships designated for students from a particular city or county. Your high school counselor should have a listing.

Some references which may be available through your counselor, the high school library, or the local library include:

The College Blue Book, Scholarships, Fellowships, Grants and Loans, Macmillan Publishing Company, New York.

Paying Less for College, formerly *Peterson's College Money Handbook*, Peterson's Guides.

Scholarships, Fellowships and Loans, Gale Research, Inc., Detroit, MI.

Some specialized references include:

Directory of Grant Support for Native American Programs, New Mexico State University, College of Business Administration & Economics, University Center, Dept. 3CR, Las Cruces, NM 88003-0001.

AFL-CIO Guide to Union-Sponsored Scholarships, Awards and Student Financial Aid, AFL-CIO Dept. of Education, 815 16th St. NW, Room 407, Washington, DC 20006.

Internet:
America Online
  RSP Funding Focus (Keyword RSP)
Compuserve
  Student Forum/College and Adult Student Forum (GO STUFOB)
  Index of Minority Scholarships and Fellowships - http://www.web.fie.com/htbin/cashe.pl
Other: http://www.signet.com/collegemoney/ch10.html
http://www.ed.gov

UC 400

How to Use the Scholarship Index and Listings

The listing which follows gives a sample of types of scholarships which might be available. Start by answering the questions in the index to help you identify scholarships of interest, then move to the alphabetical listing to learn more about individual scholarships.

Looking for a scholarship? Ask yourself these questions

Question 1: Do you have one of these special talents or skills?

☐ ***Art***

- Imation Computer Arts Scholarship
- National Foundation for Advancement/Arts
  - ARTS Recognition and Talent Search
- Scholarship Foundation of America
  - Merit Based Scholarships
- Scholastic Awards
  - National Writing Competition
  - Visual Arts and Photography

☐ ***Academics***

- Aid Association for Lutherans
  - All-College Scholarship Program
- Coca-Cola Scholars Foundation Program
- Educational Communcations Scholarship Program
- Kentucky Department of Education
  - Robert C. Byrd Honors Scholarship Program
- Knights of Columbus
  - Pro Deo and Pro Patria Scholarships
- National Honor Society
  - Scholarship Awards Program
- Scholarship Foundation of America
  - Merit Based Scholarships
- United States Junior Chamber of Commerce

☐ ***Athletics***

- Evans Scholars Foundation
- Women's Western Golf Foundation Scholarship

☐ ***Dance***

- National Foundation for Advancement/Arts
  - ARTS Recognition and Talent Search

☐ ***Foreign language***

- American Classical League/Nat. Junior Classical League National Latin Exam

☐ ***Leadership/Citizenship/Volunteer Service***

- Century III Leaders Program
- Coca-Cola Scholars Foundation Program
- Discover Card Tribute Award
- Educational Communications Scholarship Program
- Elks National Foundation Most Valuable Student Scholarship
- Future Business Leader Awards
- Tylenol Corporation
  - Tylenol Scholarship Fund
- United State Junior Chamber of Commerce
- United States Senate Youth Program
  - William Randolph Hearst Foundation

☐ ***Music***

- National Foundation for Advancement/Arts
  - ARTS Recognition and Talent Search

☐ ***Public Speaking***

- American Legion
  - National High School Oratorical Contest

☐ ***Science***

- American Chemical Society Minority Scholars Program
- International Science and Engineering Fair
- KY Dept for Environmental Protection
  - Keeping the Bluegrass Green
- National Science Education Leadership Association
  - Thomas Edison/McGraw Scholarship Program
- Science Essay Awards Program
- Westinghouse Science Talent Search

☐ ***Writing***

- *Guideposts* Youth Writing Contest
- National Foundation for Advancement/Arts
  - ARTS Recognition and Talent Search
- Science Essay Awards Program

Question 2: Do you expect to pursue one of these careers or fields of study?

☐ ***Agriculture***

National FFA
    Monsanto Agriscience Student Rec Program
National FFA College and Vocational/Technical
    School Scholarship Program

☐ ***Architecture***

American Institute of Architects
    Minority/Disadvantaged Scholarships

☐ ***Business Administration***

American Institute of Certified Public
    Accountants Minority Scholarship
Duracell National Urban League
    Scholarship and Intern Program
Nat'l Society of Public Accountants Scholarships

☐ ***Communications***

National Scholarship Trust Fund (GATF)
    Graphic Arts Scholarship
Scripps-Howard Foundation Scholarships

☐ ***Earth Sciences***

SEG Foundation Scholarship

☐ ***Education***

K-STEM — Kentucky Scholarships in Teacher
    Education for Minorities
Phi Delta Kappa Scholarship

☐ ***Environmental Studies***

KY Dept for Environmental Protection
    Keeping the Bluegrass Green

☐ ***Engineering***

AGC Educ. & Res. Foundation Scholarship
    Undergraduate Scholarship Prog.
ASM Foundation for Education & Research
    Undergraduate Scholarship Program
American Chemical Society Minority Scholars
    Program
Devry Scholarship
Electrical Women's Roundtable
Institute of Industrial Engineers Scholarships
KY Dept for Environmental Protection
    Keeping the Bluegrass Green
National ScienceEducational Leadership Association
    Thomas Edison/McGraw Scholarship Program

☐ ***Home Economics***

American Dietetic Association Foundation
Scholarship
Electrical Women's Roundtable
Institute of Food Technologists Scholarship

☐ ***Humanities***

National Society, DAR
    American History Scholarship Award

☐ ***Medical Technologies***

ADA Endowment and Assistance Fund, Inc.
    Dental Student Scholarship Program
American Medical Technologists' Scholarships
American Occupational Therapy Foundation
    Scholarships
American Respiratory Care Foundation
    Respiratory Therapy Scholarships
National Society, DAR
    Occupational Therapy Scholarship

☐ ***Nursing***

National Society, DAR
    Caroline Holt Nursing Scholarships

☐ ***Science***

American Chemical Society Minority Scholars
    Program
American Geological Institute
    Minority Geoscience Scholarships
American Physical Society Minority Scholarships
National Science Educational Leadership
    Association
    Edison/McGraw Scholarship Program

☐ ***Vocational-Technical Education***

Aid Association for Lutherans
    Vocational/Technical School Schol. Program
Governor's Kentucky TECH Scholarship Program

Question 3: Are you a woman? Are you descended from one of these races, nationalities or ethnic groups? Are you a non-traditional student?

☐ ***Women***

Kentucky Junior Miss Foundation
Women's Western Golf Foundation Scholarship

☐ ***Minorities***

American Geological Institute
    Minority Geoscience Scholarships
American Institute of Certified Public Accountants
Minority Scholarship
American Institute of Architects
    Minority/Disadvantaged Scholarships
Duracell National Urban League Scholarship
Fund for Negro Students Scholarships
K-STEM — Kentucky Scholarships in Teacher
    Education for Minorities
Presbyterian Church (U.S.A.)
    Presbyterian Student Opportunity Scholarship

☐ ***African-Americans***

American Chemical Society Minority Scholarship Program

American Physical Society Minority Scholarships

Nat'l Achievement Scholarships for Outstanding Negro Students

National Association of Black Journalists Scholarships

United Negro College Fund Scholarships

☐ ***Non-Traditional Students***

Presbyterian Church (U.S.A)
Appalachian Scholarships
Kentucky Chamber of Commerce
Project 21 Scholarship Program

Question 4: Do you or either of your parents work for a company which gives scholarships?

☐ ***Employer sponsored***

AFL-CIO Department of Education

Bridgestone/Firestone Trust Fund
Employee Scholarships

Kentucky Grocers Association
Scholarship Program Competition

National Association of Letter Carriers (NALC)
Doherty (William C.) Scholarship

United Food and Commercial Workers
International Union (UFCW)

Question 5: Is either parent a veteran of the armed services? Are you an orphan or do you have a parent who is disabled or deceased due to a service-connected illness or injury?

☐ ***Service-connected***

Army Emergency Relief

Orphan Foundation of America Scholarship Award

The Retired Officers Association (TROA)
The Retired Officers Assoc Scholarship

Question 6: Do you or your parents belong to a church?

☐ ***Church-related***

Aid Association for Lutherans
All-College Scholarship Program
Aid Association for Lutherans
Vocational/Technical School Schol. Prog.

Presbyterian Church (U.S.A)
Appalachian Scholarship

Knights of Columbus
Pro Deo and Pro Patria Scholarships

Question 7: Do you belong to clubs or organizations?

☐ ***Clubs/organizations***

Air Traffic Control Association Scholarship Fund, Inc.

American Quarter Horse Youth Association

Boy Scouts of America
J. Edgar Hoover Foundation Scholarships

Discover Card Tribute Award

Elks National Foundation
Most Valuable Student Scholarship

Future Business Leader Awards

National Academy of American Scholars
Easley (R.C.) National Scholarship

National FFA
Monsanto Agriscience Student Rec Program

National FFA College and Vocational/Technical School Scholarship Program

National FFA Organization
Cargill Scholarships for Rural America

National Honor Society Scholarship Awards Program

National Society, DAR
American History Scholarship Award

National Society, DAR
Lillian and Arthur Dunn Scholarships

Scholarship Foundation of America
Merit based Scholarships

Strong (Hattie M.) Foundation
College Loan Program

Question 8: Do you have a disability?

Foundation for Exceptional Children
Jackson (Stanley E.) Scholarship

Question 9: Are you willing to enter a contest?

☐ ***Contests***

American Classical League/National Junior Classical League - National Latin Exam

American Legion
National High School Oratorical Contest

Century III Leaders Program
Discover Card Tribute Award

Elks National Foundation
  Most Valuable Student Scholarship
Guideposts Youth Writing Contest
International Science and Engineering Fair
Kentucky Grocers Association
  Scholarship Program Competition
Kentucky Junior Miss
Multiple Sclerosis Association of America
  Nationwide Scholarship Essay Competition
National Federation of the Blind
National Foundation for Advancement/Arts
  ARTS Recognition and Talent Search
Scholarship Foundation of America
  Merit-based Scholarships
Scholastic Awards National Writing Competition
Scholastic Awards Visual Arts and Photography
Science Essay Awards Program
Take Me Away to College Contest

Scholarships

ADA ENDOWMENT & ASSISTANCE FUND, INC.

Dental Student Scholarship Program

Scholarships awarded in the following categories: dental student, minority dental student, dental hygiene, dental assisting, and dental lab tech scholarships awarded to U.S. citizens enrolled full-time in a dental school or allied dental program accredited by American Dental Association. Must have GPA 3.0 or above and demonstrated need of $2,500 or more.

AWARDS: $1,000 to $2,500 renewable scholarships

DEADLINE: Call ADA for dates

CONTACT: ADA Endowment & Assistance Fund, Inc.
211 E. Chicago Ave.
Chicago, IL 60611-2678
Phone: 312-440-2567
http://www.ada.org

AFL-CIO

Department of Education

AFL-CIO provides a guide to scholarships available to union members and their families for postsecondary education. Copies are free to union members; $3.00 for others.

CONTACT: AFL-CIO
Publications & Materials Office, Room 407
815 16th Street NW
Washington, DC 20006

AGC EDUC. & RES. FOUNDATION SCHOLARSHIP

Undergraduate Scholars Program

Applicants must be college freshmen, sophomores, or juniors enrolled or planning to enroll in a bachelor's degree program in construction or civil engineering.

AWARDS: Fifty to one hundred $1,500 annually renewable scholarships.

DEADLINE: November 1

CONTACT: Director of Programs
AGC Educ. & Research Foundation
1957 E Street, NW
Washington, DC 20006

AID ASSOCIATION FOR LUTHERANS

All-College Scholarship Program

High school seniors who are AAL members, enrolling in four year program at accredited colleges. Decision based on class rank, SAT/ACT scores, school/church involvement.

AWARDS: $1,000 to $2,500 scholarships which can be used for tuition and fees, books, supplies and equipment required for courses.

DEADLINE: November 30

CONTACT: Aid Association for Lutherans
Member and Family Benefits
4321 N. Ballard Road
Appleton, WI 54919-0001

Vocational/Technical School Scholaship Program

Applicants must be high school seniors who are AAL members planning to pursue a vocational diploma or associate degree at an accredited Vocational/Technical institute or two-year college.

AWARDS: One hundred $500 scholarships renewable annually. Awards may be used for tuition and fees, books, supplies and equipment required for courses.

DEADLINE: November 30

CONTACT: Aid Association for Lutherans
Member and Family Benefits
4321 N. Ballard Rd.
Appleton, WI 54919-9334

AIR TRAFFIC CONTROL ASSOCIATION

Scholarship Fund, Inc.

Students interested in aviation related field of study. Must be U.S. citizen with high school diploma.

AWARDS: Varying number of $1,500-$2,500 scholarships per year for full-time students. Up to $600 for part-time students.

DEADLINE: May 1

CONTACT: Treasurer
Air Traffic Control Association
2300 Clarendon Blvd. #711
Arlington, VA 2220-3367
Phone: 703/522-5717

AMERICAN CHEMICAL SOCIETY

Minority Scholars Program

Applicants must be African-American, Hispanic, or Native American, U.S. citizens or permanent residents, high school seniors or college undergraduates who want to enter fields of chemistry, biochemistry or chemical engineering. Based on need, academic achievement, leadership.

AWARDS: Up to $15,000 in aid may be awarded over 4 year period. Approximately 200 scholarships annually.

DEADLINE: Not specified

CONTACT: American Chemical Society
Minority Scholars Program
The American Chemical Society
1155 16th Street, N.W.
Washington, DC 20036

AMERICAN CLASSICAL LEAGUE/NATIONAL JUNIOR CLASSICAL LEAGUE

National Latin Exam

Applicants 9-12 grades-1-5 yrs Latin study eligible to participate. Applications will be mailed to high school seniors winning gold medals on Latin III-IV prose, Latin III-IV poetry, Latin V. Renewable.

AWARDS: Fifteen $1,000 scholarships; gold and silver medals and certificates.

DEADLINE: January 10

CONTACT: ACL/NJCL National Latin Exam.
P. O. Box 95
Mount Vernon, VA 22121
Phone: 703/360-4354

AMERICAN DIETETIC ASSOCIATION FOUNDATION SCHOLARSHIP

Undergraduate students (juniors and seniors) and graduate students studying human nutrition and dietetics may apply.

AWARDS: Various $500-$5,000 scholarships.

DEADLINE: February 15

CONTACT: American Dietetic Association
Scholarship Committee
216 West Jackson Blvd., Suite 800
Chicago, IL 60606-6995

AMERICAN GEOLOGICAL INSTITUTE

Minority Geoscience Scholarships

Open to minority undergraduate and graduate students studying geosciences. Must be U.S. citizen, Black, Hispanic or Native American. Selection based on academic excellence and financial need.

AWARDS: Undergraduate scholarships up to $10,000/year; not automatically renewed

DEADLINE: February 1

CONTACT: American Geological Institute
AGI Minority Geoscience Scholarship
4220 King Street
Alexandria, VA 22302-1507

AMERICAN INSTITUTE OF ARCHITECTS

Minority/Disadvantaged Scholarships

Provides assistance to students from minority and/or disadvantaged background who intend to pursue a professional degree in architecture at a school accredited by NAAB. High school seniors, college students in or transferring to an architecture program from a junior college or technical school. Must be nominated.

AWARDS: Awards vary according to need and may be renewed for two years

DEADLINE: December 1

CONTACT: Scholarship Programs
The American Institute of Architects
1735 New York Avenue NW
Washington, DC 20006-5292

AMERICAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS

Minority Scholarship

Minority students who are enrolled as full-time undergraduates (12 semester hours or equivalent); a declared accounting major and with an overall and accounting GPA of 3.0 or higher; completed at least 30 semester hrs; permanent resident of U.S. Must complete FAF, FAW and academic transcript.

AWARDS: Individual merit and need-based grants up to $5,000 per academic year.

DEADLINE: July 1 and December 1

CONTACT: Manager
Minority Recruitment
1211 Ave of the Americas
New York, NY 10036-8775

AMERICAN LEGION

National High School Oratorical Contest

Contestants must be 9th through 12th graders and under the age of 20 on the date of the national-level contest. Must be US citizens.

AWARDS: $18,000 National, $16,000 sectional, $14,000 regional:

DEADLINE: December

CONTACT: American Legion of Kentucky
P. O. Box 2123
Louisville, KY 40201
http://www.legion.org

AMERICAN MEDICAL TECHNOLOGISTS' SCHOLARSHIPS

Undergraduate students enrolled in accredited medical technology program pursuing studies in medical laboratory technology, medical assisting, dental assisting, or phlebotomy in a U.S. college or university.

AWARDS: Five $250 scholarships per year.

DEADLINE: April 1

CONTACT: American Medical Technologists
American Tech. Scholarship Awards
710 Higgins Road
Park Ridge, IL 60068-5765
Phone: 708/823-5169
http://www.careers.com

AMERICAN OCCUPATIONAL THERAPY FOUNDATION (AOTF)

Occupational therapy students who are in junior or senior year of undergraduate program, final year of COTA program, or graduate students. Must be members of AOTA.

AWARDS: Seventy-five awards annually, ranging from $100 to $2,000.

DEADLINE: January 15; applications mailed September 1 - December 15th; cost $2

CONTACT: American Occupational Therapy Foundation
P.O. Box 31220
Bethesda, MD 20824-1220
Phone: 301/652-6611 ext. 199

AMERICAN PHYSICAL SOCIETY

Minority Scholarships

Any Black, Hispanic or Native American who plans to major in physics and is a high school senior, college freshman, or sophomore. Must be a U.S. citizen.

AWARDS: One time renewable grant per year of $2,000.

DEADLINE: Early February

CONTACT: APS Minorities Scholarship Program
The American Physical Society
One Physics Ellipse
College Park, MD 20740-3844

AMERICAN QUARTER HORSE YOUTH ASSOCIATION

To reward outstanding members of the AQHA. Must have been a member of the AQHA Youth Association for the past three years. Must submit letters of recommendation from school and local horse club.

AWARDS: $1,000/year for four years of college (13 offered)

DEADLINE: May 15

CONTACT: American Quarter Horse Youth Association
P O Box 3211
Amarillo, TX 79120-2111
Phone: 805/376-5181
http://www.aqha.com

AMERICAN RESPIRATORY CARE FOUNDATION

Respiratory Therapy Scholarships

Students studying Respiratory Therapy may apply.

AWARDS: Various scholarships: $500-$2,500.

DEADLINE: June 30

CONTACT: American Respiratory Care Fdt.
11030 Ables Lane
Dallas, TX 75229-4593

APPRAISAL INSTITUTE EDUCATION TRUST

Appraisers Scholarships

Available to students studying to be real estate appraisers. U.S. citizens, graduate and undergraduate students majoring in real estate appraisal. land economics, real estate or allied fields. Awarded on basis of academic excellence.

AWARDS: $2,000 undergraduate scholarships, $3,000 graduate scholarships.

DEADLINE: March 15 for completed applications

CONTACT: Appraisal Institute EducationTrust
c/o Appraisal Institute
875 N. Michigan Avenue
Chicago, IL 60611-1980

ARMY EMERGENCY RELIEF

Unmarried dependent children of soldiers enrolled full time in undergraduate program. Army sponsor must be on active duty, retired, or deceased.

AWARDS: Scholarships based on need and academic achievements.

DEADLINE: March 1

CONTACT: Army Emergency Relief
Education Department
200 Stovall Street
Alexandria, VA 22332-0600

ASM FOUNDATION FOR EDUCATION & RESEARCH

Undergraduate Scholarship Program

Scholarship for undergraduate students majoring in Metallurgy Materials Science. Must be citizen of U.S., Canada or Mexico, with at least one year of college completed. Applications available from university departments of metallurgy/materials.

AWARDS: 34 awards of $500, three $2,000 awards, one full tuition award. Up to seven $5,000 awards

DEADLINE: June 15

CONTACT: ASM International
Scholarship Program
Materials Park, OH 44073-0002

BOY SCOUTS OF AMERICA

J. Edgar Hoover Foundation Scholarships

Applicants must be Explorer Scouts planning to enter the field of law enforcement who are high school seniors and under 21 years of age.

AWARDS: Six $1,000 scholarships (one per region)

DEADLINE: March 15

CONTACT: Exploring Division
824 Phillips Lane
Louisville, KY 40219

BRIDGESTONE/FIRESTONE TRUST FUND

Employee Scholarships

Only sons and daughters of eligible employees or retirees may enter the annual competition. Applicant must be U.S. citizen. Application must be made during student's junior year of high school.

AWARDS: One-time - $2,000 scholarship

DEADLINE: Deadline February 1

CONTACT: Administrator
Bridgestone/Firestone Trust Fund
50 Century Blvd.
Nashville, TN 37214

CENTURY III LEADERS PROGRAM

Applicants must be high school seniors and demonstrate outstanding leadership skills. Each student is judged on community and school service record, a current events test, interviews, and a written essay.

AWARDS: State Finalists: Two $1,500 scholarships, two $500 scholarships, six $100 scholarships. National Finalists: one $10,000 scholarship, nine $500 scholarships.

DEADLINE: October

CONTACT: High School Principal
(Nat'l Assoc. of Secondary School Principals)

COCA-COLA SCHOLARS FOUNDATION PROGRAM

Applicants must be high school seniors with outstanding leadership skills as demonstrated in activities, academic achievements and motivation. Obtain applications from your guidance counselor.

AWARDS: Fifty $5,000/yr. (total $20,000); 100 $1,000/yr. (total $4,000) for study at any accredited four-year U.S. college or university.

DEADLINE: October 31 of senior year

CONTACT: Coca-Cola Scholars Foundation
Box 442
Atlanta, GA 30301-0442

DEVRY SCHOLARSHIP

Students majoring in electronic engineering, business operations, accounting, telecom. mgmt or computer science. Must maintain 2.5 GPA. Awards based on academic achievement, SAT/ACT scores, and student essay.

AWARDS: Thirty full tuition scholarships throughout undergraduate school
Ninety half tuition scholarships throughout undergraduate school; valid only at one of ten U.S. Devry Institutes of Technology

DEADLINE: March

CONTACT: Devry Inc.
One Tower Lane
Suite 1000
Oakbrook Terrace, IL 60181

DISCOVER CARD TRIBUTE AWARD

The Tribute Award consists of 9 scholarships in each state, D.C. and American schools abroad and 9 national scholarships. Juniors must have a minimum 2.75 GPA.

AWARD: High school juniors must meet four of the five following criteria: leadership, special talents, unique endeavors, community service and obstacles overcome.

DEADLINE: January

CONTACT: Discover Card Tribute Award
American Assoc. of School Admin.
P.O. Box 9338
Arlington, VA 22219
Phone: 703/875-0708

DURACELL NATIONAL URBAN LEAGUE SCHOLARSHIP & INTERN PROGRAM

Minorities with good academic achievement. Must be a full-time undergraduate junior pursuing a bachelor's degree at an accredited institution. Must rank within top 25 percent of class.

AWARDS: Five $10,000 scholarships and summer intern possibilities with Duracell

DEADLINE: April 15

CONTACT: Director of Education
National Urban League
500 East 62nd Street
New York, NY 10021

EDUCATIONAL COMMUNICATIONS SCHOLARSHIP FOUNDATION

U.S. citizens who have taken the SAT or ACT may compete. Applicants should state their name, address, current year in high school and approximate GPA. Winners selected by an independent committee. An essay is required from semi-finalists only.

AWARDS: 150 scholarships of $1,000 each. Awards are to be applied toward educational costs at an accredited college or university. Requests for applications must be made by March 15.

DEADLINE: June 1 - completed applications

CONTACT: Educational Communications
Scholarship Foundation
721 North McKinley Road
Lake Forest, IL 60045

ELECTRICAL WOMEN'S ROUNDTABLE

Student must be a college senior in top 25 percent of class, a resident of Kentucky attending a Kentucky college or university. Major must be associated with electrical living.

AWARDS: Amount varies

DEADLINE: February

CONTACT: Mary Beth Nance
EWRT
P.O. Drawer 328
Fleminsburg, KY 41041

ELKS NATIONAL FOUNDATION

Most Valuable Student Scholarship

Applicants must be high school seniors. Financial need, leadership and scholarship are the criteria by which applicants are judged. Names of winners announced in May.

AWARDS: 500 four-year scholarships awarded in nationwide competition to highest-rated boys & girls.

DEADLINE: January

CONTACT: Local Elks Lodge

EVANS SCHOLARS FOUNDATION

Western Golf Association Scholarship

Applicant must be a high school senior ranking in upper 25% of class who has caddied for a minimum of two years at a golf club participating in this program and have outstanding character. Application sent to sponsoring club. Applicant must also demonstrate financial need.

AWARDS: 200 four-year scholarships

DEADLINE: Nov 1 senior year of high school

CONTACT: Scholarship Committee
Western Golf Association
Evans Scholars Foundation
Golf, IL 60029

FOUNDATION FOR EXCEPTIONAL CHILDREN

Jackson (Stanley E.) Scholarship

Entering freshmen only. Recipient must have disability.

AWARDS: Four $1,000 non-renewable scholarships per academic year. Four $500 non-renewable scholarships per academic year.

DEADLINE: February 1; applications available in late fall

CONTACT: Scholarships
Foundation for Exceptional Children
1920 Association Drive
Reston, VA 22091
Phone: 703/620-1054

FUTURE BUSINESS LEADER AWARDS

Contestants must be high school students who are active members of FBLA chapters and win a competitive event.

AWARDS: Varies - $5,000 scholarship for school of student's choice which meet guidelines

DEADLINE: Varies from state to state

CONTACT: Future Business Leaders of America
Phi Beta Lambda, Inc.
1912 Association Drive
Reston, VA 22091

GOVERNOR'S KENTUCKY TECH SCHOLARSHIP PROGRAM

Kentucky Tech System, Cabinet for Workforce Development, awards two scholarships annually to each of the state's vocational-technical schools, health technology centers, and the Kentucky Advanced Technology Center in Bowling Green.

Students must have a 3.0 GPA at mid-point of their senior year, submit four letters of reference, three entries from the Writing Portfolio, a two-page statement explaining their choice of study, occupational objectives and a listing of high school extra-curricular and community activities (see your high school counselor for details).

AWARDS: Estimated value of $2,400 to cover tuition, registration fees, required books, supplies, equipment (tools) and uniforms. Scholarships automatically renewable in the second year to allow a student to complete the two-year diploma program.

CONTACT: Department for Technical Education
Cabinet for Workforce Development
Phone: 800/223-5632

GUIDEPOSTS YOUTH WRITING CONTEST

Entrants must be high school juniors or seniors and must submit a 1200 word personal experience story. Look for announcement in October issue of *Guideposts*.

AWARDS: $1,000 - $6,000 (8 scholarships awarded)

DEADLINE: November 27, 1998

CONTACT: Young Writers Contest
Guideposts Magazine
16 E. 34th Street
New York, NY 10016

IMATION COMPUTER ARTS SCHOLARSHIP

All high school students are eligible to participate in this computer-generated art contest. Quality of art and creativity are the sole criteria for selection. School officials request entry packets.

AWARDS: $1,000 - $2,500 (25 scholarships awarded)

DEADLINE: December 15

CONTACT: Have your counselor or art or computer instructor contact:
Imation Corp.
Phone: 612/704-5963

INSTITUTE OF FOOD TECHNOLOGISTS

Students majoring in Food Science Technology

AWARDS: 118 undergraduate and graduate scholarships ranging in value from $750 to $5,000.

DEADLINE: February 1 to March 1; contact in mid-September for application

CONTACT: Scholarship Department
Institute of Food Technologists
221 North LaSalle Street, Suite 300
Chicago, IL 60601-1291

INSTITUTE OF INDUSTRIAL ENGINEERS

Applicants must be industrial engineering students. Nominations solicited each year from academic department heads. Scholastic ability and financial need are considered.

AWARDS: $1500-$2500 awards to industrial engineering students.

DEADLINE: November 15

CONTACT: Scholarships
Institute of Industrial Engineers
25 Tech. Park/Atlanta
Norcross, GA 30092

INTERNATIONAL SCIENCE AND ENGINEERING FAIR

To qualify for competition at ISEF, students in grades 9 through 12 must first be a winner in one of the regional and state science fairs.

AWARDS: ISEF Grand Awards and special awards include scholarships, cash awards, internships, equipment and trips.

DEADLINE: Varies by state

CONTACT: Science Service
1719 N. Street, NW
Washington, DC 20036

K-STEM — Kentucky Scholarships in Teacher Education for Minorities

A new statewide scholarship program to attract more minorities to the teaching profession. Available to Kentucky citizens, graduate or undergraduate students admitted to an approved teacher education program at a public institution in Kentucky.

AWARD: Nine $3,000 scholarships

DEADLINE:

CONTACT: Division of Minority Education
Recruitment and Retention
Capital Plaza Tower
500 Mero Street
Frankfort KY 40601

KENTUCKY JUNIOR MISS

Senior high school girls. Decision based on creative and performing arts, scholastic achievement, panel evaluations, fitness and presence/composure. Write for information and rules to address below in junior year of high school.

AWARDS: $300-$19,500 state award; $100,000 at the national level

DEADLINE: Apply in junior year

CONTACT: Charlotte Stephenson
Kentucky Junior Miss
P.O. Box 24846
Lexington, KY 40524-4846

KY CHAMBER OF COMMERCE

Project 21 Scholarship Program

The Project 21 scholarship program will award one scholarship in each Congressional District each year. Open to any Kentucky resident 25 years of age or over. Must show financial need and have high school diploma or GED. To help provide training or re-training needed to become or remain a productive employee in Kentucky.

AWARDS: Six $1,000 scholarships

DEADLINE: Write or call for deadlines

CONTACT: Project 21 Scholarship Program
Kentucky Chamber of Commerce
P.O. Box 817
Frankfort, KY 40602

KENTUCKY DEPARTMENT OF EDUCATION

Robert C. Byrd Honors Scholarship Program

Must be high school graduate or have a GED; must be a Kentucky resident; to promote student excellence and achievement and to recognize exceptionally able students who show promise of continued academic achievement. 91 Byrd Scholars (15 from each of the 6 Congressional Districts) and 1 at-large scholar will be selected prior to end of each academic year.

AWARDS: $1,500 for four years

DEADLINE: mid-April

CONTACT: High School Guidance Counselors or
Lisa Gross
Office of Communications
Kentucky Dept of Education
500 Mero Street, 19th Floor
Frankfort, KY 40601
http://www.kde.state.ky.us

KY DEPT FOR ENVIRONMENTAL PROTECTION

Keeping the Bluegrass Green

In order to fill critical job classifications full scholarships offered to college juniors and seniors for one year of work for each two semesters of scholarship aid received. Course work must be in area of groundwater hydrology, chemistry, toxicology or engineering.

AWARDS: Full scholarships in exchange for one year of work for the state for each year of the scholarship to college juniors and seniors studying at Kentucky schools.

DEADLINE: February 15

CONTACT: Glenda Abrams
Dept for Environmental Protection
14 Reilly Road
Frankfort, KY 40601

KENTUCKY EDUCATIONAL EXCELLENCE SCHOLARSHIP (KEES)

Available to all students with a 2.5 or better GPA. 1998-99 seniors will receive amount based on senior year GPA; juniors, based on GPA of last 2 years; sophomores, based on GPA of last 3 years; freshmen, based on GPA of all four years. Bonus award given for ACT score of 15 or above or equivalent SAT. Bonus amount based on score.

AWARDS: All students meeting criteria; subject to future adjustment based on availability of funds.

DEADLINE: No application required. Each high school reports eligible students to Kentucky Department of Education, who forwards to KHEAA, who sends award notifications after the end of each school year.

CONTACT: KHEAA
1050 U.S. 127 South
Frankfort KY 40601-4323
Phone: 502/696-7200
http://www.kheaa.com

KENTUCKY GROCERS ASSOCIATION

Scholarship Program Competition

Employees and their children or grandchildren of KGA members firms may apply. Based on class rank, test scores, activities and recommendations.

AWARDS: 30 scholarships ranging from $500 to $1,500 per year.

DEADLINE: Mid-March

CONTACT: President
Kentucky Grocers Association
1939 Goldsmith Lane, #134
Louisville, KY 40218

KNIGHTS OF COLUMBUS

Pro Deo and Pro Patria Scholarships

Children of members of Knights of Columbus, based on academic excellence.

AWARDS: 62 scholarships to be used at Catholic universities; $1,500 per year, renewable for 4 years.

DEADLINE: March 1

CONTACT: Director of Scholarship Aid
Knights of Columbus
P.O. Drawer 1670
New Haven, CT 06507

MULTIPLE SCLEROSIS ASSOCIATION OF AMERICA

Nationwide Scholarship Essay Competition

Through Project Learn MS Scholarship Competition, 10 scholarships are available for sophmore, junior and senior student entrants.

AWARDS: One Golden Scholarship - $10,000 and nine Silver Scholarships - $1000 each to winners of essay competition.

DEADLINE: Write for more details

CONTACT: MSAA
601 White Horse Pike
Oaklyn, NJ 08107

NATIONAL ACADEMY OF AMERICAN SCHOLARS

Easley (R.C.) National Scholarship

Must be high school senior who has been accepted or anticipates being accepted into an accredited four-year academic institution. Must have at least a C average. Send self-addressed stamped envelope plus $1.00 for more info.

AWARDS: One four-year $25,000 scholarship per year; one four-year $10,000 scholarship per year; one four-year $5,000 scholarship per year; 10 $500 awards per year to top 10 finalists.

DEADLINE: September 15-February 1

CONTACT: National Academy of Amer. Scholars
Scholarship Committee
21343 Cold Spring Lane, #600
Diamond Bar, CA 91765-3443

NAT'L ACHIEVEMENT SCHOLARSHIPS FOR OUTSTANDING NEGRO STUDENTS

For high school students who are Black Americans and who request consideration when they take the PSAT/NMSQT, usually in junior year. Based on evaluation of academic abilities, school and community activities and school recommendation.

AWARDS: 400 one-time awards of $2,000 each and at least 200 renewable scholarships worth $500 to $2,000 or more per year for four college undergraduate years.

DEADLINE: High school junior year; request consideration on PSAT/NMSQT

CONTACT: Your high school counselor

NATIONAL ASSOCIATION OF BLACK JOURNALISTS SCHOLARSHIPS

To black undergraduate or graduate students majoring in journalism. Applicants must have cumulative GPA of 2.5. Competition open to any student planning to attend or currently attending an accredited four-year university.

AWARDS: Ten $2,500 awards per year to black undergraduate students majoring in broadcast or print journalism.

DEADLINE: mid-March

CONTACT: Scholarship Committee
Nat'l Assoc of Black Journalists
Sunrise Valley Road
Reston, VA 22091

NATIONAL ASSOCIATION OF LETTER CARRIERS

Doherty (William C.) Scholarship

Must be son or daughter or legally adopted stepchild of active, retired or deceased letter carrier. Parent must have been member of NALC for at least one year at time of application. Must submit ACT or SAT score.

AWARDS: Fifteen $800 (maximum) per year. Renewable up to four years. Application blanks disseminated solely through the *Postal Record*. Five scholarships awarded per year in three regions.

DEADLINE: December 31

CONTACT: Scholarship Committee
National Assoc. of Letter Carriers
100 Indiana Avenue, NW
Washington, DC 20001

NATIONAL FEDERATION OF THE BLIND

Scholarship Program

The National Federation of the Blind gives a broad array of scholarships to recognize achievement by blind scholars. All applicants must be legally blind, pursuing or planning to pursue a full-time post-secondary course of study.

AWARDS: Amounts vary and some scholarships have restrictions designated by the donors.

DEADLINE: March 31

CONTACT: Peggy Elliott
Nat'l Federation of the Blind
Scholarship Committee
805 Fifth Avenue
Grinnell, IA 50112

NATIONAL FFA

Monsanto Agriscience Student Rec Program

Junior or senior FFA member or college freshman. Based on agriscience activities/projects, academic achievement, school/community activities. See your high school FFA advisor or guidance counselor or write for applications.

AWARDS: State winner, $1,000; 8 national finalists, $2,000; nat'l winner, $4,000; runner-up, $2,500.

DEADLINE: Based on state deadline

CONTACT: Scholarship Office
National FFA Center
P.O. Box 15160
Alexandria, VA 22309-0160

National FFA College and Vocational/Technical School Scholarship Program

Seniors who are FFA members, planning to attend vo-tech school or college. Based on grades, leadership, community and agricultural projects. Some consider need.

AWARDS: Over 500 scholarships averaging $1,200 per academic year.

DEADLINE: On or before March 1

CONTACT: Scholarship Office
National FFA Center
P.O. Box 15160
Alexandria, VA 22309-0160

NATIONAL FFA ORGANIZATION

Cargill Scholarships for Rural America

Applicant must be planning to enroll full-time in two- or four-year college or vocational/technical school. Applicant need not be FFA member but must be from family whose primary livelihood (at least 50%) is derived from farming.

AWARDS: Two hundred $1,000 scholarships per year. Must demonstrate financial need.

DEADLINE: December 1 - March 1

CONTACT: Scholarship Office
National FFA Organization
P.O. Box 15160
Alexandria, VA 22309-0160

NATIONAL FOUNDATION FOR ADVANCEMENT/ARTS

ARTS Recognition and Talent Search

Must be a graduating high school senior or be 17 or 18 years old.

AWARDS: Each section has awards of $3,000, $1,500, $1,000, $500 or $100. Applicants also are referred to nearly 140 colleges and universities which have scholarships in the arts.

DEADLINE: June 1, early or October 1 final

CONTACT: Laura Padron
ARTS Office
800 Brickell Ave., Suite 500
Miami, FL 33131

NATIONAL HONOR SOCIETY

Scholarship Awards Program

Applicants must be National Honor Society members in the twelfth grade and nominated by their high school chapter of the National Honor Society. For additional information, contact your high school principal or NHS advisor.

AWARDS: 250 $1,000 scholarships. Scholarship packets are mailed to NHS advisors in early November.

DEADLINE: January 31, 1998

CONTACT: National Honor Society Awards
NASSP Division of Stu. Activities
1904 Association Drive
Reston, VA 22091

NATIONAL MERIT SCHOLARSHIP PROGRAM

Students who take the PSAT/NMSQT and meet requirements for participation enter the Merit Program competition for recognition and awards. Selection based on evaluation of academic abilities, student essay, community activities, etc.

AWARDS: 2,000 non-renewable of $2,000 each and some 4,700 renewable scholarships worth from $250 to $2,000 or more per year for four college undergraduate years.

DEADLINE: (Usually) junior year

CONTACT: High school counselor or
Nat'l Merit Scholarship Corp.
1560 Sherman Ave, Suite 200
Evanston, IL 60201-4897

NATIONAL SCIENCE EDUCATIONAL LEADERSHIP ASSOCIATION

Thomas Edison/Max McGraw Scholarship Program

Applicant must submit a proposal or abstract of a project which deals with a practical application in the fields of science or engineering and recommendations indicating student's creativity and ingenuity.

AWARDS: One $5,000 scholarship,one $3,000 , and eight $1,500 awards plus an all-expense-paid trip to participate in the final competition.

DEADLINE: December 15

CONTACT: Edison/McGraw Scholarship Program
c/o Patricia J. McWerthy
NSELA Executive Director
P.O. Box 5556
Arlington, VA 22205

NATIONAL SCHOLARSHIP TRUST FUND (GATF)

Graphic Arts Scholarship

Available to students majoring in the graphic communications industries. Deadline is March 1 for high school seniors, Submit SAT,PSAT/NMSQT or ACT scores, two letters of recommendation and high school transcript, course requirements.

AWARDS: Vary in amount from $500 to $1000 each academic year for four years; minimum award $500/year. Approximately 200 four-year nationally competitive scholarships awarded annually.

DEADLINE: March 1 for high school seniors

CONTACT: National Scholarship Trust Fund
GATF
4615 Forbes Avenue
Pittsburgh, PA 15213-3796

NATIONAL SOCIETY, DAR

American History Scholarship Award

May be male or female graduating high school senior planning major in American history. No relationship to a DAR Member is required; however, all applicants must be sponsored by a local DAR Chapter. Contact Office of Committees for information and enclose self-addressed, stamped envelope.

AWARDS: $8,000 over four years; $2,000 each year

DEADLINE: February 1

CONTACT: National Society, DAR
Office of the Committees/Scholarships
1776 D Street, NW
Washington, DC 20006-5392

Caroline Holt Nursing Scholarships

Awarded to undergraduate students currently enrolled in an accredited School of Nursing in the amount of $500. Applications are due at the National Chairman's office by February 15 or Aug 15. Awards made in April and October. Send SASE.

AWARDS: $500 scholarships

DEADLINE: February 15 or August 15

CONTACT: National Society, DAR
Office of the Committees/Scholarships
1776 D Street
Washington, DC 20006-5392

Lillian and Arthur Dunn Scholarships

Awarded to children of DAR members who are graduating high school seniors in the amount of $1,000 each year for up to four years with annual transcript review required for renewal. Outstanding students may apply for additional four years

AWARDS: $1,000 each year for up to four years

DEADLINE: February 15

CONTACT: National Society, DAR
Office of Committees/Scholarships
1776 D Street NW
Washington, DC 20006-5392

Occupational Therapy Scholarship

Open to students currently enrolled in an accredited program of occupational or physical therapy. Not applicable to Art or Music Therapy. May be graduate or undergraduate. Send self-addressed, stamped envelope for information.

AWARDS: A total of 20 $500 one-time awards made annually. Awarded twice a year with deadlines of February 15 for April award; August 15 for October award.

DEADLINE: February 15/August 15

CONTACT: National Society, DAR
Office of the Committees/Scholarships
1776 D Street, N.W.
Washington, DC 20006-5392

NAT'L SOCIETY OF PUBLIC ACCOUNTANTS SCHOLARSHIPS

Undergraduates majoring in accounting who have achieved a 'B' or better grade point average. Applications may be obtained by writing to the address below or from your school. Requires U.S. or Canadian citizenship.

AWARDS: $500 to $1,000

DEADLINE: March 10 each year

CONTACT: Scholarship Foundation
Nat'l Society of Public Accountants
1010 North Fairfax St.
Alexandria, VA 22314

NATIONAL STUDENT NURSES

Nursing Scholarships

Open to undergraduate students enrolled in diploma programs, four-year nursing or two-year pre-nursing programs at accredited schools, or in generic master's or doctorate programs.

AWARDS: Forty-nine awards up to $2000. When applying, send self-addressed legal size envelope with correct postage.

DEADLINE: February 1; application available by August

CONTACT: Foundation of Nat'l Student Nurses Scholarships
555 W. 57th Street, Ste. 1327
New York, NY 10019

ORPHAN FOUNDATION OF AMERICA

Scholarship Award

These scholarships are for children in the foster system or recently of age. Must be high school graduate or have GED. Applicant must have been (or be) ward of state.

AWARDS: Numerous awards for books, travel and other college expenses, ranging from $300 to $1,000 for academic or vocational training beyond high school.

DEADLINE: May 1

CONTACT: Orphan Foundation of America
2565 John Milton Drive, Suite 126
Herndon, VA 22071

PHI DELTA KAPPA SCHOLARSHIP

High school seniors who plan on a teaching career.

AWARDS: Approximately forty-nine $1,000 grants and one $2,000 grant. Applications are available October 15.

DEADLINE: January 31

CONTACT: Scholarship Grants
Phi Delta Kappa International
P.O. Box 789
Bloomington, IN 47402-0789
or contact PDK chapters for applications

PRESBYTERIAN CHURCH (U.S.A.)

Appalachian Scholarship

Applicant must be member of Presbyterian Church (U.S.A); high school graduate or GED recipient; U.S. citizen or permanent resident, show financial need, be full-time resident of Appalachia. Non-traditional age students are encouraged to apply.

AWARDS: Awards of $100 to $1,000 per year, possible renewal.

DEADLINE: July 1

CONTACT: Office of Financial Aid
Presbyterian Church (USA)
100 Witherspoon Street
Louisville, KY. 40202-1396

Scholarship

Seniors demonstrating financial need who are planning to attend Presbyterian-related college on a full-time basis.

AWARDS: Awards range from $500 to $1,400 per academic year depending on demonstrated need and available funds. Awards are renewable.

DEADLINE: December 1

CONTACT: Same as above

Student Opportunity Scholarship

Must be member of ethnic minority group (Black, Hispanic, Asian or Native American) and member of Presbyterian Church (U.S.A). Must be incoming freshman, apply to college for financial aid, have financial need. U.S. citizen.

AWARDS: Unspecified number of $100-$1,400 (maximum) grants per academic year. Awards are renewable.

DEADLINE: April 1 of senior year

CONTACT: Same as above

THE RETIRED OFFICERS ASSOCIATION (TROA)

The Retired Offiers Association Scholarship

Loan program. Must be under 24 years of age and son or daughter of a member of the uniformed services. Parent must be on active duty or retired or died in such status. Must be single and dependent on parents. Good character and promise.

AWARDS: Approximately eight hundred $2,500 (maximum interest free loans per academic year. Renewable up to four years. Repayment must be made at rate of at least $125/month until paid. Interest free.

DEADLINE: March 1

CONTACT: Administrator, Education Assistance
Retired Officers Association
201 North Washington Street
Alexandria, VA 22314-2529

ROTARY FOUNDATION

Ambassadorial Scholarship

To promote international understanding and good relations with people of other countries. Different types of scholarships to (1)allow students to study abroad for an academic year, (2)pursue academic degrees through study abroad, (3)improve foreign language skills through 3-6 months study abroad.

AWARDS: Varies, based on type of scholarship. Some are $10,000 per year.

DEADLINE: Set by local Rotary clubs

CONTACT: Local Rotary clubs

SCHOLARSHIP FOUNDATION OF AMERICA

Merit -based scholarships

Applicants will compete for scholarships in academics, visual arts, and performing arts. Must be U.S. citizen and plan to attend a full time college or university in U.S. Must have SAT scores of 1200 or higher for academic competition. Send SASE.

AWARDS: Range from $1,000 to $5,000 in state, regional, and national competition.

DEADLINE: No deadline

CONTACT: Scholarship Foundation of America
55 Highway 35, Suite 5
Red Bank, NJ 07701

SCHOLASTIC ART & WRITING AWARDS

National Writing Competition

The program is open to all students in 7th thru 12th grades. Separate competitions are conducted for students in two groups: Group I grades 7-9; and Group II grades 10-12. Categories include short story, essay, poetry and drama.

AWARDS: Cash awards and three $1,000 scholarships

DEADLINE: January; write for information between September 15 and December 1

CONTACT: Scholastic Art Awards
Scholastic, Inc.
555 Broadway
New York, NY 10012

Visual Arts and Photography

The program is open to all students in 7th thru 12th grades. Separate competitions are conducted for students in two groups: Group I - grades 7-9; Group II - grades 10-12. Contest categories include painting, sculpting, photography, etc

AWARDS: Awards and scholarships up to $5,000

DEADLINE: January

CONTACT: Scholastic Art Awards
Scholastic, Inc.
555 Broadway
New York, NY 10012

SCIENCE ESSAY AWARDS PROGRAM

The program is open to all students in seventh through twelfth grades. Separate competitions are conducted for students in two divisions: Junior Div. (grades 7-9) and Senior Division (grades 10-12).

AWARDS: Two $1,500, two $750, two $500, forty-eight $50 cash awards

DEADLINE: January 30

CONTACT: Science Essay Awards Program
c/o General Learning Corp.
60 Revere Drive
Northbrook, IL 60062

SCRIPPS HOWARD FOUNDATION SCHOLARSHIPS

Applicants must be planning to pursue full-time undergraduate or graduate study at a college or university in preparation for a career in print or broadcast journalism.

AWARDS: A varying number of scholarships of up to $3,000 per year. Must reapply annually. Write for application before Dec. 20 stating your career goals, year in school and college major.

DEADLINE: February 25

CONTACT: Scripps Howard Foundation
Scholarships
P. O. Box 5380
Cincinnati, OH 45201-5380

SEG FOUNDATION SCHOLARSHIP

Students taking course work directed toward careers in Geophysics. Principle selection criteria: competence and need.

AWARDS: 81 awards, average value $1,200 for 1995-96. Number varies from year to year based on donations.

DEADLINE: March 1

CONTACT: SEG Foundation
P.O. Box 702740
Tulsa, OK 74170

STRONG (HATTIE M.) FOUNDATION

College Loan Program

Must be American college student entering final year of study in baccalaureate or graduate degree program. Must submit in writing, a brief personal history and identification of institutions attended, subjects taken, completion date.

AWARDS: Unspecified number of $1,000-$3,000 (maximum) interest-free loans per academic year. Renewable to $6,000. Terms based on monthly income after graduation with each individual.

DEADLINE: Deadline: Jan. 1-March 31 for following academic year

CONTACT: Hattie M. Strong Foundation
1620 Eye Street,N.W., Suite 700
Washington, DC 20006

TAKE ME AWAY TO COLLEGE CONTEST

Contest open to legal residents of the U.S. and Canada who are undergraduates or high school seniors starting college next fall, and at least 18 years of age as of April 1, 1999. Must be enrolled in an accredited 4 year school for at least one year after April 30, 1999. Visit our website for further information.

AWARDS: $500 - $2,500

DEADLINE: January 31, 1999

CONTACT: All rules, regulations and an application availabale at http://www.takemeaway.com. The site will give you information about how to apply online.

TYLENOL CORPORATION

Tylenol Scholarship Fund

Students attending accredited two- or four-year college or vocational school who demonstrate leadership in community and school activities may apply. 510 awards annually.

AWARD: $1,000 and $10,000 scholarships

DEADLINE: November 15

CONTACT: Tylenol Scholarship Fund
Citizens' Scholarship Foundation of America, Inc.
1505 Riverview Road
P.O. Box 297
St. Peter, MN 56082
Phone: 800/676-8437

UNITED FOOD AND COMMERCIAL WORKERS INTERNATIONAL UNION (UFCW)

Must be member of UFCW for at least one year prior to application or be unmarried child of such member. Must be no older than 20 years of age by closing date of competition. Must submit SAT or ACT scores; high school seniors only can apply.

AWARDS: Seven $4,000 (maximum) scholarships awarded per year. Payment of first $1,000 requires proof of enrollment in accredited college or university.

DEADLINE: December 31 to request application

CONTACT: Office of Education
United Food and Commercial Workers
1775 K Street
Washington, DC 20006

UNITED NEGRO COLLEGE FUND SCHOLARSHIPS

Recipients are selected by participating colleges of the UNCF. Must be high school seniors accepted for enrollment in one of the 41 participating colleges. Must have 2.5 GPA & demonstrate financial need.

AWARDS: Awards range from $1,000-$5,000.

DEADLINE: Deadlines vary

CONTACT: The United Negro College Fund
500 E 62nd Street
New York, NY 10021

UNITED STATES JUNIOR CHAMBER OF COMMERCE

War Memorial Fund Scholarship

Applicant must be U.S. citizen. Must submit evidence of academic success, leadership traits, and financial need. Applications must be made through state Jaycee organizations

AWARDS: Twenty $1,000 (maximum) scholarships per academic year. Not renewable.

DEADLINE: Feb. 1 to request application. Send self-addressed business envelope and $5 application fee. Make check payable to JWMF.

CONTACT: JWMF
Dept. 94922
Tulsa, OK 74194-0001

UNITED STATES SENATE YOUTH PROGRAM

William Randolph Hearst Foundation

High school junior or senior of outstanding ability and demonstrated leadership who is currently serving in an elected student government office.

AWARDS: Two $2,000 college scholarships including one-week internships in Washington, D.C. all expenses paid.

DEADLINE: October 1

CONTACT: Donna Melton
Kentucky Department of Education
1112 Capital Plaza Tower
Frankfort, KY 40601

WESTINGHOUSE SCIENCE TALENT SEARCH

High school seniors may apply. Students must submit a written report on an independent research project in science, mathematics or engineering along with standardized test scores, transcript and official entry form.

AWARDS: One $40,000, one $30,000, one $20,000, three $15,000, four $7,500, and thirty $1,000 scholarships.

DEADLINE: Early December

CONTACT: Science Service, Inc.
1719 N Street, NW
Washington, DC 20036

WOMEN'S WESTERN GOLF FOUNDATION

Scholarship

Available to high school women entering college who have a definite involvement in golf; based on academic achievement and financial need.

AWARDS:	Fifteen $2,000 per year scholarships, renewable annually.
DEADLINE:	Request deadline - March 15 Application deadline - April 5
CONTACT:	Mrs. Richard Willis Women's Western Golf Foundation 393 Ramsay Rd. Deerfield, IL 60015

Commonwealth Scholars Program

Academically talented students will find that each of Kentucky's universities offer excellent merit-based scholarships through the Commonwealth Scholars program. The following guidelines will help you decide if you might be eligible for one of these much sought-after awards. For more information, contact the financial aid officer at the college you wish to attend.

1999-2000 Institutional Program Guidelines

■ EASTERN KENTUCKY UNIVERSITY

http://www.finaid.eku.edu

Eligibility

- Governor's Scholars with GPA of 3.75 and an ACT composite of 25 and students with a minimum GPA of 3.75 and an ACT composite of 29 or higher (automatic)
- High school graduate with minimum GPA of 3.75 and minimum ACT composite of 25 (competitive)
- Limited to full-time, undergraduate, Kentucky residents
- National Merit finalists
  National Merit semi-finalists

Award Level and Coverage

- Regent's Scholarship, In-state tuition and student activity fee
- Founder's scholarship, in-state tuition, student activity fee, and double occupancy room
- EKU Excellence Award, National Merit semi-finalists - tuition and student activity fee, double occupancy room, and 10 meal per week board plan.
- Commonwealth Scholarships, National Merit finalists - full tuition, room, board and books, 19 meal per week board plan.
- Dr. Rodney Gross Scholarship - Black Kentucky residents, awards made on an annual basis.
- Presidential Scholarships - awarded automatically to high school valedictorians, provides one-half of the equivalent of in-state tuition and student activity fee.
- J.W. Thurman Alumni Scholarship - must be a child of an EKU graduate, provides $300.00 per semester.

Award Period

- One year - renewable up to eight semesters of undergraduate work (if initial award made as an entering freshman); must maintain GPA of 3.0

Application Deadline

- February 1

■ KENTUCKY STATE UNIVERSITY

Eligibility

- Rank in top 10 percent of class in high school
- Minimum GPA of 3.2
- Have participated in at least three extra-curricular activities
- Limited to full-time, Kentucky residents who will be first-time college students.

Award Level and Coverage

- Full scholarship for tuition, room, board, books. The selection of students will be made by the University's Scholarship Committee.

Award Period

- One year - renewable for four year period plus two summers prior to the 4th year of enrollment; must earn 30 hours per year; and maintain at least a 3.0 cumulative grade-point average each academic year.

Application Deadline

- February 15

■ MOREHEAD STATE UNIVERSITY

Eligibility

- Valedictorian or salutatorian from MoSU's 22-county Kentucky service region
- Minimum high school GPA of 3.75
- Minimum ACT composite of 28
- Undergraduate, full-time, Kentucky resident
- Competitive

Award Level and Coverage

- $4,000 - $5,000 per year

Award Period

- One year - renewable (up to a total of 8 semesters, including the first year); must be full-time, reside on campus, and maintain cumulative GPA of 3.00 the first 2 semesters, 3.25 each semester thereafter.

Application Deadline

- March 15, priority

■ MURRAY STATE UNIVERSITY

Murray State University does not offer the Commonwealth Scholarship Program. Contact the School Relations Office for more information.

■ NORTHERN KENTUCKY UNIVERSITY

Eligibility

- First-time applicant (excluding transfer students) to NKU with a minimum composite ACT of 23
- Limited to full-time, undergraduate, Kentucky residents

Award Level and Coverage

- Full tuition at in-state rate

Award Period

- One academic year - renewable for one year; must maintain 3.25 GPA and complete 12 hours per semester

Application Deadline

- February 1

■ UNIVERSITY OF KENTUCKY - New Students and Renewals

Eligibility

- ***Commonwealth Scholars - New Freshmen*** - a minimum ACT of 28 or equivalent SAT score and minimum high school cumulative GPA of 3.3

- ***Commonwealth Scholars - Community College Transfer Students -*** one transfer student from each community college with a minimum cumulative UK GPA of 3.5 and 60 hours of work completed, at a community college.
- ***Scholarships for New Freshmen*** - new freshmen with a minimum ACT of 28 or an equivalent SAT score and a minimum high school cumulative GPA of 3.3
- ***Scholarships for Community College Transfer Students -*** Community college transfer students with a minimum cumulative UK GPA of 3.5 and 12 hours of work completed at a community college.
- ***Kentucky Valedictorian Scholarship Program -*** Kentucky high school valedictorians
- ***Scholarships for Currently-Enrolled Students -*** currently enrolled students with a minimum UK cumulative GPA of 3.5

Award Level and Coverage

- ***Commonwealth Scholars - New Students and Renewals -*** $2,500 per year
- ***Commonwealth Scholars - Community College Transfer Students -*** New Students and Renewals $2,500 per year
- ***Scholarships for New Freshmen -*** $1,000 per year to full cost per year
- ***Scholarships for Community College Transfer Students -*** $1,000 per year
- ***Kentucky Valedictorian Scholarship Program -*** $500 for fall of freshman year
- ***Scholarships for Currently-Enrolled Students -*** $500 to $1,000 per year

Award Period

- ***Commonwealth Scholars -*** one year - freshman awards are renewable up to four years (undergraduate) and community college transfer awards are renewable up to two years (undergraduate); must remain a full-time student on the main campus with a minimum cumulative UK GPA of 3.3
- ***Scholarships for New Freshmen and Community College Transfer Students -*** awards vary from one year up to four years for freshmen and up to two years for community college transfer students' must remain a full-time student on the main campus with a minimum cumulative UK GPA of 3.3
- ***Kentucky Valedictorian Scholarship Program -*** fall semester of freshman year only
- ***Scholarships for Currently-Enrolled Students -*** one year - not renewable

Application Deadlines

- January 15 for new freshmen; March 1 for community college transfer students; April 20 for currently enrolled students.

■ UNIVERSITY OF LOUISVILLE

Eligibility

- Entering Freshmen - graduate of a Kentucky high school with at least a 3.0 GPA and ACT composite score of 23. Preference to student without a larger University scholarship from another program. Any major. Full-time. Competitive selection.
- Continuing UofL Students - undergraduates with at least 24 cumulative earned hours and a cumulative 3.0 or better GPA at UofL. Awarded to students seeking a first undergraduate degree.
- Community College Transfers - entering UofL for the first time directly from a Kentucky community college. Kentucky resident. Minimum cumulative GPA of 3.0. Have an AA, AS, AAS or 60 transferrable credits. Admitted to UofL. Any major. Competitive selection.
- Phi Theta Kappa Community College Transfer - entering UofL for the first time directly from a Kentucky community college. Kentucky resident. Verification of a Phi Theta Kappa status. Have an associate degree or 60 earned hours. Minimum cumulative GPA of 3.0. Admitted to UofL. Competitive selection.

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- New Adult Learner - 25 or older, not currently enrolled in college, entering UofL for the first time or re-entering after being out of school for over a year. Kentucky resident undergraduates. Admitted to UofL. Requires one page essay. Full or part-time. Competitive selection.

Award Level and Coverage
- $200 - $1,200

Award Period
- One year - no automatic renewal; students are encouraged to reapply for subsequent years.

Application Deadline
- April 1 - entering freshmen
- April 15 - continuing UofL students
- June 1 - Community College Transfers, Phi Theta Kappa CCT's, and New Adult Learners

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■ WESTERN KENTUCKY UNIVERSITY

Eligibility
- Freshmen (1) - graduate of a Kentucky high school with at least a 3.90 GPA and at least 28 ACT composite score or equivalent SAT score (automatic)
- Freshmen (2) - outstanding academic credentials considering ACT/SAT score; cumulative grade point average; rank in class; number of AP, advanced or honor classes; and type of diploma (competitive)
- Freshmen (3) - valedictorian or salutatorian of a Kentucky high school who did not receive a larger University scholarship (automatic)
- Kentucky Community College Transfers (4) - cumulative GPA of at least 3.5 with priority to those with two years of work completed at the community college (competitive)

Award Level and Coverage
- Freshmen - (1) and (2) in-state tuition and fees; (3) $1,100;
- Transfer students - (4) $1,000

Award Period
- Freshmen (1) and (2) - renewable for a total of four years with a minimum 3.0 cumulative GPA.
- Freshmen (3) - one year, non-renewable; recipients may apply for other University awards for succeeding years
- Transfers (4) - renewable for a total of two years with a minimum 3.0 cumulative GPA

Application Deadline
- Freshmen - February 1
- Transfers - April 1

The Military Option

The military can help you pay for postsecondary education in a variety of ways. Choices vary somewhat among the different branches of service; if you're interested in the military, plan to visit a military representative in your area for a full rundown on the many possibilities.

Educational benefits are roughly divided into two major categories:

- education is provided first, with the student committed to service for a specified length of time following the postsecondary education;
- educational benefits are provided while on active duty, or are made available after leaving the service.

Education first - service later

The Service Academies:

The Army, Navy, Air Force, and Coast Guard have service academies which offer bachelor and graduate degrees and officer commissions to their graduates. The academies prepare students morally, mentally, and physically to be professional officers in the service. An appointment to an academy gives a student an outstanding education — paid in full. On graduation, academy graduates are commissioned as officers and must serve five years of active duty.

Bear in mind that the competition for appointments is very tough. Applicants need to begin their efforts no later than the middle of their junior year. Students must be nominated by members of Congress except for the Coast Guard Academy.

Scholarships

Most college-trained officers come from ROTC programs. All branches of the service offer Reserve Officer Training Corps (ROTC) scholarships which pay tuition, fees, books, and a monthly stipend. The awards may be for two, three, or four years. Any ROTC scholarship enables qualified young men and women to attend the civilian college of their choice. A large number of ROTC scholarships are being awarded to students seeking a degree in engineering, the physical sciences or nursing. On graduation, they receive commissions as officers in the service and must serve four years of active duty.

Education for those on active duty

The military shows a commitment to ongoing education with a wide array of opportunities for men and women already in the service.

Military training programs - Technical training in the armed forces offers excellent career training. Skills gained can often be applied to apprenticeship programs or college credits.

College attendance while on active duty - Tuition assistance is offered by all branches of the military. Generally, the service pays 75 percent of undergraduate or graduate tuition for classes taken off-duty. Officers incur a two-year service obligation from the date of the last class taken.

Many colleges make it simple for service men and women to take classes by offering classes on the military base, often allowing students to use in-state tuition rates and waiving residency requirements. Transfer of credit is simplified if the college offering the courses is designated as a Serviceman's Opportunity College.

Full-time college enrollment is available for outstanding enlisted men and women in some situations. Those who complete a bachelor's degree and complete officer candidate training become commissioned officers. Graduate education is sometimes made available for those seeking degrees in special disciplines needed in the service.

After-service educational benefits

The Montgomery GI Bill, the newest version of the GI Bill, offers to match savings of service men and women. Those enlisted in the service are encouraged to save a maximum amount per month. On completion of the tour of duty, that person has a sizeable amount of money available which can be used for educational purposes.

Be a part-time soldier and a full-time student/citizen

The National Guard offers a chance to serve as both soldier and student or employed citizen through split training. Basic training requirements are given over two consecutive summer breaks for six weeks each summer. Service continues one weekend per month and two weeks each summer.

Those in the Guard receive a monthly salary and some educational benefits. Students who participate in the Student Loan Repayment Program can receive income and cash benefits up to $25,000 during four years of college as a full-time student and part-time soldier in the Guard. This program can start as early as the second semester of the junior year of high school.

Contact the following to get the information you need to make good decisions regarding the military.

Recruiting Offices for all branches of the service are located in most Kentucky cities. Check your local phone directory or call the toll free number 1-800-221-3938.

Kentucky National Guard
Boone National Guard Center
100 Minuteman Parkway
Frankfort, KY 40601-6168
502-564-8558 or
888-KYGUARD

United States Air Force
United States Air National Guard
United States Army
United States Coast Guard
United States Marine Corps
United States Navy

Check out these websites:
AOL://4344:1148.mco
http://www.3007.486496585
http://www.mepcom.army.mil
Deparatment of Defense
ASVAB Career Explore Program
http://www.dmdc.osd.mil/asvab/

Things to consider

If you're interested in exploring military options, talk to an education specialist in the branch of service which interests you. You need to be very clear about the opportunities the service offers and the commitments of time which will be expected of you. Remember, when you enlist in the service directly or in the Reserve Officer Training Corps, you are signing a contract which gives you certain rights, but it also includes specific responsibilities which you must fulfill.

Cutting College Costs

Paying for a college education will be one of your family's biggest lifetime expenses. While the education you get will most likely repay the cost many times, you still need to be a savvy shopper — one who looks for ways to get the best educational value for your money.

The first step is always to figure out what the total cost of education will be at any school you're considering. Fill out the worksheets on college costs for a single year, then do an extended, four-year projection to get the entire picture. Don't be discouraged by the figures. They will help motivate you in your search for financial aid, and for exploring options for cutting costs without sacrificing quality.

Time equals money

One of the best ways to cut costs is to shorten the time spent gaining a college degree. Just think what you would save if you finished college in three years instead of the usual four — you'd save one-fourth of the tuition and living expenses, plus you'd have the chance to start earning on the job a year earlier. Granted, this is not a plan which will appeal to or be possible for everyone. If you're interested, here are a few options you might think about:

- Does the college of your choice have an accelerated degree program? Accelerated programs permit academically strong students, motivated to finish in less than four years, permission to take extra classes per term, allowing completion of requirements in three years.
- Can you take AP classes in high school which may count for college credit, assuming you make the required grades?
- What about taking the CLEP (College Level Entrance Placement) tests to qualify for college credit? Some students gain as much as 25 percent of their college credits in this way.

Often students who finish degrees in three years have used a combination of AP and CLEP credits, and an occasional heavy course load to complete their requirements early. If you need to work during college, a heavier course load may not be feasible.

Bear in mind that students who finish in three years are likely to have stuck with their first declared major! The best laid plans will go astray if you decide to change course (and courses) by changing your major. Just be sure you make the best choice for you.

Working your way through

You're probably familiar with the college work-study program, an important part of the financial aid package of most colleges. You might not have thought about other job possibilities, on and off campus, available regardless of financial need.

- If you're looking for work, how about a job in the cafeteria or a near-by restaurant? Students often get free meals as well as an hourly wage which can be quite a bonus.
- Have you thought of considering a college program which offers co-op education in which you alternate study and work in different semesters? This would give you marketable experience as well as money during college. James Duffy, author of *Cutting College Costs*, states that the average co-op student earns about $7,000 per year.
- You might consider getting a job with a company that pays employees' tuition.

Employer tuition plans represent a major source of untapped financial assistance according to *Don't Miss Out*, a guide to financial aid by Robert and Anna Leider.

Other smart strategies

- Don't forget that you can combine two years at an inexpensive community college, living at home, with a transfer to a four-year college to complete a bachelor's degree. Check out transfer agreements *very carefully* before you begin to make sure you are taking classes which will transfer and count toward degree requirements. Also, check out the Baccalaureate Program Transfer Frameworks in Section J.

- Remember to check on the Academic Common Market if you want to pursue a degree with a major not available at a public university in Kentucky. You may find a participating college in another state with just what you need, at that state's in-state tuition rates. For information, contact:

Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601-8204
502/573-1555, FAX 502-573-1535
E-mail: barbara.cook@mail.state.ky.us
or check out our website at
http://www.cpe.state.ky.us

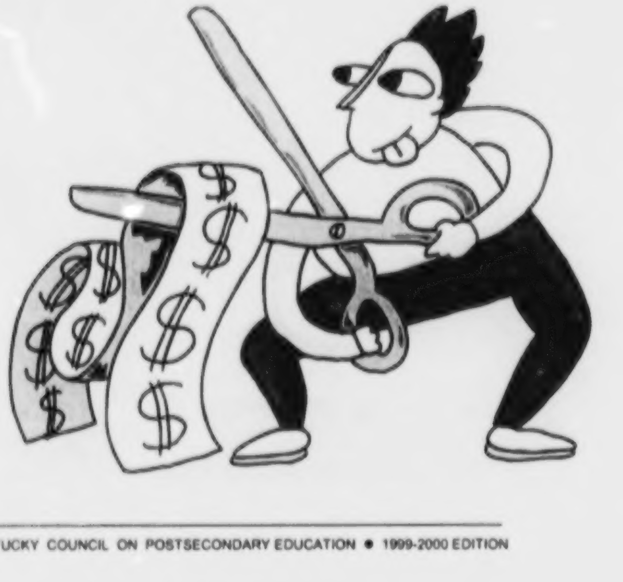
- Have you thought about taking telecourses available through Kentucky Educational Television, or correspondence courses direct from universities? It's an option more and more Kentuckians are choosing every year. Bear in mind that you need a strong determination to finish these independent study classes, not just start them! A disciplined, motivated student can earn an Associate in Arts degree taking 75% of the coursework through telecourses with the remainder completed through other technologies such as computers interactive classrooms as well as independent student and traditional classrooms. For information, call 1-800-432-0963.

- And, about those stacks of books you'll need before graduation, why not buy used books wherever you can — or use books on reserve at the library?

Save a little here and a little there — with resourcefulness, you can make a significant dent in college costs — without giving up a quality education.

Source:

James P. Duffy, *Cutting College Costs*, Barnes & Noble Books, New York, 1988.



How Much Can You Safely Borrow?

You can get a good estimate on how much you can safely borrow in college loans if you're willing to do a bit of homework about your future. What you really need to know is how much debt you will be able to handle when you start making repayments on those loans.

The time to begin planning for a manageable "debt load" is while you are in high school, thinking about schools and career choices. A debt load is manageable or unmanageable only when considered in the context of your total future life. Knowing what you can afford to repay is tied to an understanding of your potential future earnings and expenses.

What will your education cost?

Pull out the cost estimates of schools you might attend and add up the total costs involved, not just the first year. You'll give yourself more options if you consider several schools with different price tags. If you're likely to go to graduate school, you'll need a good estimate on those costs, too. But if you're unsure and you're hoping to make it through two or four years of undergraduate courses, let's start there.

What is the financial aid package?

After you've submitted the financial aid application, you'll get back an analysis showing whether you have demonstrated need. If you are found to have financial need, and are offered a financial aid package from the school(s) to which you've applied, start analyzing the package in terms of grants, work-study, and loans. Grants and work are definitely preferable to loans since they don't have to be paid back. Any unmet need will probably have to be covered by a loan or the help of a scholarship.

How much will you borrow?

Multiply the loan amount needed for one year by the total number of years you'll be in school. You will then have a rough estimate of the amount to be borrowed. Do this for each school being considered.

Estimates of graduates' indebtedness for educational loans might prove helpful. Keep in mind that these are average amounts for each degree. You may not see these levels as acceptable for you in your circumstances.

Undergraduate	$ 5,000	-$10,000
Master's Degree	$ 5,000	-$ 8,000
Doctoral degree	$ 5,000	-$10,000
MBA	$ 6,000	-$10,000
Law	$10,000	-$20,000
Medicine/Dentistry	$20,000	-$60,000

Plan today - avoid problems tomorrow

If you borrow money, then you'll need to know about any loan's interest rates and repayment plans. Any financial aid officer can give you a repayment schedule for loans at various rates of interest, for differing periods of time. The last thing you want is to get out of college or vocational school and then realize that you have loans and repayment schedules which leave you eating peanut butter and jelly sandwiches — and little else — for years to come.

Almost anyone can borrow for higher education. Debt limits are sky-high ($46,000 for undergraduate school; $138,500 for a graduate degree.) Just because you *could* borrow that doesn't mean you *should*.

You can avoid unmanageable debt by starting early to plan, project, and prepare for your financial future as well as your education and career.

If you have problems with repaying your loan because of unemployment or other hardship, contact your lender right away. You may be able to delay or reduce repayment for a period of time. You want to avoid going into default by not paying your loan. The record of default will remain on your credit rating for seven years, even if the loan is repaid, and can cause serious problems when you want to make a major purchase such as a car or house.

What will you earn?

Look up beginning wages or salaries of the occupations which interest you or look at the samples below.

Conservatively, ***loan repayments should not exceed 5 to 8 percent of your gross income***. The very maximum might be 10 percent and, at that amount, you'll find yourself on a very tight budget. Use these guidelines as you borrow and avoid an unpleasant surprise when you start working after college.

Sources:

Marguerite J. Dennis, *Mortgaged Futures: How To Graduate From School Without Going Broke*, Hope Press, Washington, D.C., 1986.

Edward B. Fiske,"Aftermath of easy college loans--crushing debt", in *Lexington Herald-Leader*, December 11, 1995.

Starting Salaries for New College Graduates

Occupation	Estimated Starting Salary	Occupation	Estimated Starting Salary
Business		Engineer	
Accountant	$30,393	Chemical Engineer	$42,758
Financial Administration	$30,054	Mechanical Engineer	$39,852
Marketing/Sales	$28,658	Electrical Engineer	$39,811
General Business Administration	$28,506	Civil Engineer	$32,170
Retailing	$25,856		
		Operations	
Computer		Human Resources Mgmt	$26,024
Computer Science	$36,964	Communications	$25,224
		Hotel, Restaurant, Inst. Mgmt	$25,176
		Other	
		Nursing	$32,927
		Social Science	$24,232

Source: *Recruiting Trends 1996-1997* by Patrick Scheetz, 1996, East Lansing, Michigan: Michigan State University

College Bound

The day you've waited for has finally arrived. Car loaded with all your most valuable possessions, you're on the road to become — a college student. As you approach the campus, your mind may be filled with excitement — and maybe a few fears. "How will I like my roommate? Will I make friends? Can I do the work? Will I be able to find my way around the campus? How will I manage my time . . . my money . . . my life?"

Take a giant step

Starting college is a big move. In some ways, you may feel as though you're going to a foreign country. Some of what you see and do will be familiar, other aspects of college life will seem very different from your high school experience. You've probably not been accustomed to having a roommate — or maybe two or three — or eating all your meals in a large dining hall. Classes may have 300 students instead of the 30 familiar faces from your high school classes. Even the words you hear may be confusing. "What does a 'bursar' do? How do you 'matriculate'? What are these core courses everyone is talking about?" Time and how you use it will become an important concern. First you'll be in class for hours; then you may have big blocks of free time. 'Free' may not be exactly the right word. Maybe you should be studying, volunteering for a service project or just hanging out in the dorm. Decisions! Decisions! No wonder you feel confused!

Who's in charge?

College life puts the focus squarely on *you*. From your first day on campus, you'll be free to make your own decisions in many situations. Gone are the days when your high school teachers pushed and prodded you to finish homework assignments or where your parents were there to insist that you clean your room or be home by a curfew. The choices from now on will be up to you. With this freedom, however, comes the responsibility of making rational, informed choices— those that will be in your best interest.

First things first

Your academic life, from class assignments to effective study skills, will be a top concern. Choosing the right classes and finding workable sections will be a first consideration. Your academic advisor can steer you toward appropriate classes, those with lively competent teachers who involve students in the learning process. Advisors can help you avoid unworkable situations, too, like scheduling classes in buildings miles apart, when you've got ten minutes to sprint across campus between classes. If you feel you could improve your study skills or want to learn better test-taking strategies, a good advisor knows where these services are available. When an advisor has time to know you and understand your interests and academic needs, he or she can offer sound advice and even serve as your advocate if the need arises. You will find it well worth the time to get to know your advisor.

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Life in the dorm

Living in a dorm will probably be a new and very different experience for you. Meet your roommate before school begins, if at all possible. This will allow you to get to know each other and to make plans for your room.

With space at a premium, you and your roommate may want to do some creative thinking about your living space. Do you really need two tv's or two stereos? Look at this as a chance to become resourceful. Talk about using what you've learned in real life situations! How much can you get into a small room, and make it look presentable, all on a limited budget? Just talking this problem over with your roommate will help both of you develop the fine art of compromise.

Adjusting to dorm life is an important part of adjusting to college. Take advantage of dorm mixers or other activities planned to help students become acquainted at the beginning of school. After all, the students in your dorm are close by so there will be many convenient opportunities for making friends. Making even one or two friends in the dorm can help you develop a comfortable sense of belonging.

Dorm life also gives you a good chance to learn about and appreciate diversity as you get to know students from different backgrounds, other races, countries, or religions. Keep an open mind as you approach these new experiences and you'll add richness to your college experience.

"College 101" offers tips for a smooth transition into college. This section focuses on skills and strategies that can help make your college years a success. Many skills, such as time management, may transfer to other new situations, from educational experiences to starting a job. Learning and practicing these skills can go a long way toward making your college days a rewarding and memorable experience.

Keys to Success

"I just don't fit in." This one sentence is the most common reason given by students who drop out of college in the first year. The following ideas can help you quickly develop that necessary sense of belonging—the feeling that you have found a new home —and that you *do* fit in. Use these suggestions to:

- ***find and relate*** to people
- ***explore*** the campus
- ***plan*** your academic affairs and activities
- ***manage*** your time
- ***get involved*** in campus activities

Having a plan of action can give you a better perspective. You'll be doing something to help yourself. Before long you will have made this *your* school and set the stage for your own success as a college student.

A good beginning

Get a head start by attending your school's ***orientation.*** Usually held in late summer, but before classes start, college orientation will give you and your parents a good introduction to the campus facilities, the academic programs, and services provided by the college. Some schools provide academic advisement and pre-registration at this time. There are activities to help first-year students get acquainted. Go to them. You'll appreciate seeing a few familiar faces when classes start.

Some schools have short classes or seminars designed to help first year students adapt to college life. These classes might focus on topics such as academics, study skills, self-awareness and interpersonal skills. As you share and reflect on your experiences with other first year students, you will realize that you are not alone. Take advantage of this resource and you'll make an easier transition into college life.

M

The people in your life

• ***Focus*** on finding at least ***one person*** who knows you and cares that you are there. If you have friends at school from your hometown that may not be a problem. If you don't yet know anyone on campus, why not start close to home base? Your roommate, students on your floor in your dorm, or students near you in classes are obvious possibilities for new friendships. Just remember that other students are looking for friends, too, and will welcome your interest.

• ***Friends*** mean a lot, not only for getting through the first year, but in developing healthy, satisfying relationships that may last a lifetime. You might want to set a goal of making at least two or three friends during your first year. Even if you feel a bit shy, you will meet people and find yourself making friends if you participate in study groups, clubs and volunteer activities, or just hang out in the student union.

- ***Roommates*** are VIP's (very important people) for most college students. Sometimes that relationship is comfortable from the start. Then again, you may have habits, likes and dislikes which may cause conflicts. If you and your roommate have major differences in customs, habits, or values, however, you may need to negotiate compromises. You might want to work out an agreement about sharing personal items, smoking, study time, and, of course, telephone calls and messages! Setting a few ground rules early in the game might prevent later misunderstandings.

- ***Family and friends*** from home don't fall off the earth when you go to college. Keep in touch with them; they can provide an invaluable network of support as you adjust to college life. Your calls, letters or visits will let them share your new experiences. You, in turn, will be reassured by their interest and support. Maintaining those contacts helps to cut down those homesick blues.

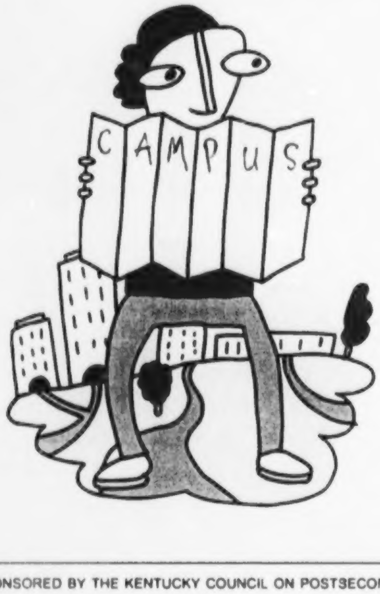
Get to know your school

- Explore the ***campus*** -- and soon. A long walk, with a good map of the campus in hand, will soon orient you. As you begin to recognize the classroom buildings, dorms, and other major buildings, you can soon spot the best routes to and from your classes. Sounds simple, but this can be very useful when you have ten minutes between classes and a half mile walk. That's no time for taking a wrong turn!

- Learn to use the ***library.*** Many college libraries today have special collections, computer catalog systems, special services and policies. A thorough orientation to the library services will enable you to fully use this valuable resource. Remember, too, the library offers a great quiet place to study if your dorm floor gets too noisy.

- Visit the ***career center***. Though you may not be in the market for a full-time job yet, the center will have useful information on various careers and summer employment, useful to you while you are in school. Most have computer software programs or other assessments to help you learn more about yourself. Many career centers offer seminars on resume writing, interviewing and other job-hunting skills useful in your future.

- Investigate your ***college resources.*** How do you get a parking sticker? An official transcript? Where can you use a word processor? Where can you volunteer for service projects? Colleges and universities offer a range of resources for their students. The trick is to know what's available, where



services are located, and how to use them.

Your academic affairs

- Sometimes we forget the obvious. By simply choosing to ***go to class*** regularly, you take a big step toward your eventual graduation. Listening in class and taking part in classroom discussions will give you a real understanding of your subjects. Professors often test over materials presented in class, not necessarily just from the book. Even if your professor doesn't have a strict policy about cutting class, you'd be wise not to abuse your new freedom.

- Work on your ***study habits***. How you learn best, or your "learning style", can make a big difference in your academic success. Academic centers can assess your learning style and help you adapt your study habits to make the best use of your talents. It is very important to learn to take good classroom notes. And, if your reading skills aren't up to par, consider a workshop to help you improve them. With all those long reading assignments, you'll be glad you did. Look at Section B, "The Road Ahead," for suggestions on study skills.

- Develop good ***writing skills*** since they are essential for your success in many college classes. The more you write, the better you will write, so try to write something every day. Not only will your writing skills improve, but you'll find your thinking skills improving as well, as you learn to organize and clearly express your thoughts.

- Think about your ***thinking skills***. Different subjects use different thinking skills. Some subjects such as math and science call for keen problem-solving skills. In other classes like English, you may need to use original, creative thinking. Still other subjects such as history and political science require sharp critical thinking skills. As you study various subjects, learn to challenge the predictable, obvious answers and solutions. Challenge yourself to look past the surface. You may begin to see that often there is more than one acceptable response. "The Road Ahead" can help you develop your thinking skills.

- Get to know your ***academic advisor***. That person can be vital to your college success. Make sure that he or she understands your goals. This is essential if you are to get the advice you need in planning your courses. Good planning will save you time, money ... and aggravation!

- Your ***professors*** will play an important role in your academic life. College professors have more to offer students than a syllabus and regular lectures. A major difference between high school and college is the degree to which professors place responsibility on students for completing the course assignments. They aren't likely to push or cajole you about your work as high school teachers might have. On the other hand, if you take the time to seek a professor's assistance and to build a relationship, he or she may become your guide and mentor, offering advice, encouragement and inspiration.

Managing your time

- Understanding your ***class schedule*** will be essential to learning to manage your time. Brace yourself for much longer assignments in your college classes than you had in high school. These may seem overwhelming at first, but you can learn to handle the heavier workload by allowing more study time. Practice and patience with yourself are the primary tools you need to make this transition.

- Set up a ***daily schedule*** and try to stick to it. Unlike the more predictable routine of classes in high school, some of your days may be crowded, and others relatively free. No one is going to force you to study, or tell you when it's time to go to bed. Learning to balance your activities, allowing for study, work, sleep and recreation is all important to your general health and well-being and to your success as a college student.

- If you are a full-time student, try to ***limit any outside work*** to no more than 20 hours a week. Working longer hours at a job is likely to take its toll on your class performance. Students who work on campus tend to do better in their classes than those who work elsewhere, so try to find a campus-based job. If money is a problem, you might consider a school loan. Many colleges discourage freshmen from holding a job because the first year requires extra time and effort of the student.

Get involved

- If you were moving to a new town, one of the best ways to feel "at home" would be to ***volunteer*** your help with a community project. The same thing is true for your college community. While you're planning your schedule, allow some time to take part in ***campus activities.*** Join a club or volunteer your time for a student service project. As you get involved, you will meet new people, make a contribution to your college community, and develop a real sense of belonging.

Source:
John N. Gardner and A. Jerome Jewler, *Your College Experience: Strategies for Success*, Wadsworth Publishing Company, Belmont, CA, 1992.

Managing Your Time

Hmmm..."this is Monday, and my history paper isn't due until Friday; guess I don't have to start on that yet so I have time for a movie tonight. But wait, I haven't done my algebra assignment for that 1:00 class tomorrow. I don't have class in the morning but will that be enough time to finish my algebra?"

Welcome to college and the challenge of learning to manage your own time. Nothing you accomplish in college will have a greater bearing on your performance as a student than learning to manage time effectively. Managing your time effectively is like perfecting a good high wire act—balancing class-time, study, work, sleeping and eating, exercise and social life. The pay-off for your efforts, however, can be success as a student
— and a healthy and productive life-style.

John Gardner, in *Your College Experience: Strategies for Success*, notes that time management involves planning, judgment, anticipation, and commitment. First, you need to decide on your goals, and where you hope to be in the future. This will help you to determine your priorities and to use good judgement when you have to make choices — as we all do. You'll learn to anticipate a change in plans, the inevitable but unexpected change in plans—an unusually long assignment, a spur-of-the-moment volleyball game or a birthday party on your hall floor. All this requires commitment on your part, putting yourself in charge of your time and carrying out your plans -- getting where you want to go when you want to be there.

Avoid academic overload

An initial step to sound time management comes when you first enroll in classes. Choosing classes is much like going through a cafeteria line -- it's easy to get too much on your plate. You will need to take at least 12 credit hours per semester* if you wish to be classified as a full-time student. Registering for more than 18 hours usually requires special permission. Many students find that a course load of about 15 hours is reasonable; you may want fewer hours if you plan to work or if several of your classes require additional lab hours or seminars. You may think—"hmm —15 hours a week—no problem, I'll have lots of free time." Did you know that you should allow about two hours of study time for each credit hour of class? Add 30 hours of study time to your 15 credit hours and you have committed yourself to a 45-hour week. Who ever said college was easy?

Set your priorities

Some activities must take priority over others; these will determine the way you spend your time. When you decide to attend college, you are making a commitment to spending several years as a student. Going to class and studying should be your top priorities. In general, work needs to come before pleasure. Everyone requires some time to relax and socialize, but spend too many hours having fun and you may come up short at the end of the semester. The following list shows activities you may include in your college life. Try ranking them in terms of importance, and estimating the time you will need for each during a week.

If you have more to do than time available, your priority list can help you make hard choices. Once you've got a good idea about the time allocation, you can make out a master plan for your time.

*If your college follows a quarter system, these figures will be different.

Where does your time go?

Why is it that some people seem to accomplish so little while others are incredibly productive? The secret is often in how they use their time. Everyone has the same 168 hours a week. Estimate your time use, then keep track of your activities for a week and compare the results.

Activity	Hours Daily		Hours Weekly		Hours Daily	Hours Weekly
Sleep	8 x 7	=	56		____	____
Personal Care	2 x 7	=	14		____	____
Meals	2 x 7	=	14		____	____
Classes	weekly		15		____	____
Study	2 x 15	=	30		____	____
Transport	1 x 5	=	5		____	____
Having Fun	1 x 7	=	7		____	____
Club/Organization	weekly		5		____	____
Our Total Hours			**146**	**Your Total**	____	____

The sample schedule leaves you 22 hours a week for work, dating, shopping, getting caught in traffic jams or anything else unexpected.

Managing your time involves understanding three major elements -- your weekly activities, an overview of the entire semester and a reasonable daily routine. To do this, it helps to devise the following for yourself:

- a weekly time schedule, outlining classes, study time, working at a job and other predictable activities (leaving a bit of room for the unpredictable. It doesn't pay to plan such a rigid schedule that your day is ruined if you get caught in traffic for 15 minutes)
- the "big picture" or view of the semester assignments
- a daily schedule allowing you to plan your daily routine

Make out a weekly schedule

Take a look at the sample schedule on M-10 and imagine how you might fill out one in your first semester in college. As you look at the weekly schedule, notice that the classes do not meet every day, and that there are several large and small blocks of time between classes which can be used for studying or other essential activities. Keep in mind that two hours of study time are recommended for each hour of classtime. A schedule of 15 semester hours would need about 30 hours of study time. You're right—that's 45 hours a week. And just think, you don't get paid for overtime! Your pay-off will be in understanding your subjects and making good grades.

Add a semester schedule

What often seems to throw beginning college students are the occasional lengthy assignments such as a term paper or a presentation to be prepared by a study group, often due in the middle of, or at the end of a semester. From your course syllabi, you can find out when special assignments, papers, and exams are due in each of your classes. By setting out a semester calendar, you can note these "biggies" and break the preparation into small units that can be accomplished a little at a time, using the short blocks of time in your weekly schedule. For example, a project like a term paper might be broken into units such as preliminary research, first draft, final paper to be completed, with deadline dates for each.

Plan daily activities

Finally, how will you be spending each day? Working out a daily routine may be necessary if you frequently just can't seem to figure out where all your time goes. If you keep tabs on your time for a week, you may be surprised to see how much time you spend socializing with your friends, talking on the phone, or watching TV. Look back to Section B in "The Road Ahead" for a list of major time-killers. A daily schedule for a college student is more difficult to plan since you will not have the same classes every day. Still, you can help yourself by attempting to make a reasonable plan.

Organize to save time

Use separate notebooks for each class and keep your class syllabus with each. Use a highlighter to mark your daily and special assignments and exams. Take your class notes in that notebook, as well as any notes from outside reading. You'll have everything you need for class and for study hours, too.

If you have a computer, set up your calendar electronically to flag your attention when something is coming due.

Use self-sticking notes, posted in obvious places, to remind you of critical needs. It's hard to forget something that's stuck on your mirror or your closet door. These notes surely must be the greatest invention since the safety pin!

Other timesavers

Use a computer whenever possible. Writing and editing papers is a snap, well, almost a snap, when you use a computer. Not only that, your finished product will look more professional and create a better impression. You also can save time by using the computer for E-mail messages to your classmates, friends, and professors.

Improve your reading skills. You already know how to read? Certainly you do, but if you can increase your reading speed and comprehension, you will be able to cover more material in the same amount of time. Many college academic skills centers offer reading workshops to help students improve their skills. You may want to consider this option.

Learn to use limited amounts of time. Many students think they must have a block of several hours before they can study. The problem is, you often find yourself with small bits of time and few of the big blocks you would like to have. Make a habit of keeping assigned reading material, or other assignments such as math problems handy. When you have a few minutes, whether you're getting your car washed, doing your laundry, or waiting in a doctor's office, you can use these bits of time. You'll be surprised how the minutes add up and how much of your work you can accomplish.

Sources:

John N. Gardner, and A. Jerome Jewler, *Your College Experience: Strategies for Success*, Wadsworth Publishing Company, Belmont, CA., 1992.

Mark Rowh, *Coping with Stress*, College Entrance Examination Board, New York, 1989.

WEEKLY TIMETABLE / MASTER PLAN

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:00 a.m.							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00 noon							
1:00 p.m.							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							

This master plan shows 5 classes, each with 3 credit hours, for a total of 15 hours. Professors recommend 2 hours of study per week for each credit hour. On this timetable, 12 1/2 hours have been allotted for study. Where would you schedule 17 1/2 more study hours a week? This may begin to look like lots of work but the pay-off can be real understanding of your subject — not to mention good grades.

EDUCATION PAYS

WEEKLY TIMETABLE / MASTER PLAN

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:00 a.m.							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00 noon							
1:00 p.m.							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							

You can make copies of the blank timetable to plan each week of your semester or buy a good weekly planner which has enough space to note classes, assignments and appointments for each week.

SEMESTER-AT-A-GLANCE

Week	Course	Assignment
1		
2		
3		
4		
5		
6		
7		
8		

Look over the syllabus for each course, jotting down special assignments on your semester calendar, then use your weekly timetables or planner to help you schedule the work on extra projects. In this way you can avoid having to prepare for all your tests, papers and projects at one time.

SEMESTER-AT-A-GLANCE

Week	Course	Assignment
9		
10		
11		
12		
13		
14		
15		
16		

M

Make the Most of your Money

Time and money—learn to manage both in college and you're on the way to managing a big part of your life. Just as you may wish you had a few more hours in each day, you also may long for a few (or a few hundred) dollars more every month. The point is, now and in the future, you have to learn to manage with what you've got. When your "outgo" exceeds your "income", you can get into trouble. Where do you start?

Needs, wants and wishes

The first step in money management is to decide on those expenses that are *basic needs* or fixed expenses — the things you can't do without, like dorm or apartment rent, and food, as in a meal ticket or groceries. The second group of expenses, sometimes called variable, make up your *want list*. For example, you may want to eat out with friends. The question is — what would an average meal cost? Then estimate how many times a week you can afford to go out. The next group of expenses is your *wish list* — those things you would so like to have — but know you can survive without. A new wardrobe would be terrific — but this year, you might have to settle for essentials like new jeans and shirts.

To pull your probable income and expenses together, you need to create a simple budget. List all sources of income and expenses you expect for a semester or for the full academic year. To make this process more useful:

- Use a realistic time period — whatever you can best plan.
- List all sources of income. Then divide income that comes in a lump sum into smaller amounts. For example, suppose you get a $1,000 scholarship that comes at the beginning of school. Divide that amount over the entire academic year so that you can see what is available each month.

When you are budgeting your expenses, figure the fixed, or basic expenses first — then add in the variable or "want/wish" list expenses next. If the expenses exceed your income, you have several choices. You can:

- Cut expenses,
- Plan to work more hours to earn more money,
- Get a loan or increase your loan.

Don't be discouraged if your first efforts at budgeting miss the mark. After all, it's not an exact science. The important thing is to keep trying. By doing a little tinkering from month to month, you can soon have your budget under control. The form on this page will give you a guide for your budget.

Tips for living on the cheap

- Be on the lookout for restaurant specials and coupons; look for the best deals on meal plans. Some swear that the cheapest meal possible meal is a bowl of Ramen noodles. Others traditionally have cut corners with peanut butter and jelly sandwiches. Whatever your fall-back position, it never hurts to keep a few emergency meals — just in case there's still month at the end of your money!
- Cut your travel expenses by carpooling wherever you can — or you can walk or bike for a "two-fer" — exercise and savings.
- Save on long distance phone charges by calling at night or on the weekends. Avoid expensive credit-card calls.
- Look for free entertainment. Are there free/cheap movies, plays or sports events on campus? How about pick-up games of basketball, volleyball or cards with your friends?
- Use discount stores and sales when you need clothes. How about checking out the consignment shops for bargains? Big ticket items like computers can sometimes be purchased at special student rates through your school. Keep your eye out for used text books. Just be sure they are the correct ones for your courses.

- Check out banking costs before you open an account; charges can vary considerably. Use your credit card only in emergencies — and keep up with any ATM cash transactions to avoid surprise overdrafts.

Steer clear of money traps

To keep your finances on a safe course, you'd be wise to:

- Make more than wild guesses about expenses; do a little research so you have a clear idea of costs;
- Allow yourself a margin of safety for the unexpected. It wouldn't be life if there weren't some surprises - like needing a new tire or replacing the contact lens that fell in the sink!
- Know what costs will be before you join groups. For example, if you want to join a sorority or fraternity, find out *in detail* what expense you will have.
- Plan for insurance needs — your car, medical expenses and property. Going without insurance is too big a risk.
- Stick with the budgeting process; don't give up if you're off the track!

Source:
"Let Us Help You Learn about Banking and Borrowing," Bank One, Lexington, 1993.

M

College Budget Worksheet

Time period for this budget: ____________

ESTIMATED INCOME ____________

Scholarships .... $ ____________
Grants .... ____________
Loans .... ____________
Savings .... ____________
Job .... ____________
Other .... ____________
Total estimated income: .... **$** ____________

ESTIMATED EXPENSES

Fixed expenses: ____________
Tuition .... $ ____________
Room & board .... ____________
Other school fees .... ____________
Utilities .... ____________
Insurance (medical, car) .... ____________
Car payment .... ____________
Emergencies (figure 3% of income) .... ____________
Other .... ____________

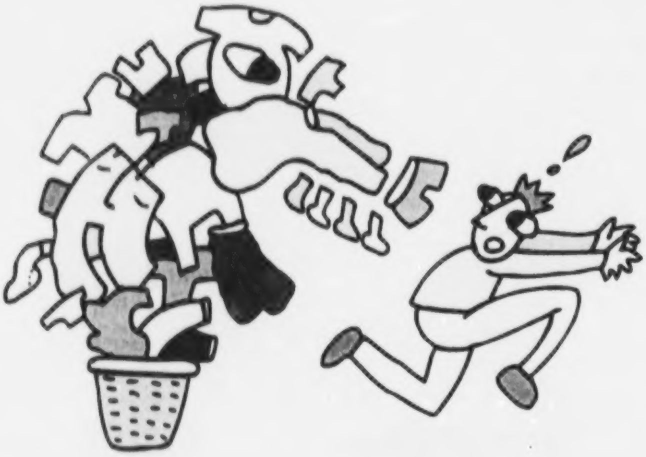
Variable Expenses: ____________
Books & supplies .... $ ____________
Meals not prepaid .... ____________
Laundry .... ____________
Long-distance phone calls .... ____________
Fun (snacks, drinks, movies, etc.) .... ____________
Travel (commuting, getting around) .... ____________
Clothes .... ____________
Medical costs .... ____________
Personal (haircuts, toiletries, etc.) .... ____________
Total estimated expenses .... **$** ____________

Quick Tips for College Survival

M

Do you know:

- that you must apply for admission to college before you can register for classes?
- that you generally must make separate applications for admission, financial aid and housing?
- that you'll be glad if you memorize your Social Security number?
- that you should *write*, not call, about all important contacts -- and keep copies of the letters with your important papers (like receipts, grades, college records) in a file?
- that you should be *consistent* with information (like using the same name, address, Social Security number)?
- that if you put off doing your laundry, the pile only gets bigger?
- that registering early helps you get the classes you want?
- that college classes move about three times as fast as high school classes? If you get behind in assignments, it's hard to catch up.
- that the "freshman 15" means pounds, not credit hours? Watch the fried food, pizza, and snacks -- and get some exercise.
- that tuition charges do ***not*** cover books and fees?
- that if you wait until after your first class to buy the books listed on your syllabus, you may find you don't need to buy them all?
- that you can often buy used textbooks?
- that students who attend orientation are more likely to graduate?
- that going to class regularly and studying will greatly improve your chances to make good grades?
- that registrars provide official transcripts?
- that bursars handle tuition and other payments?
- that you must pay all parking fines and return overdue library books before you can graduate?



Source:
Robin Thompson, "Nobody Told Me," in *Off to College*, 1993 edition, Montgomery, AL., 1993.

EDUCATION PAYS

When You Need Help

Imagine yourself in a first-year nightmare. You're alone in your room, trying to study for a math class you simply do not understand. You've not yet made any friends and you are feeling very homesick. To top it all off, you're getting a sore throat. Don't panic. Life will get better! Help is available, right on your campus, if you know where to find it and how to use it.

To get out of your imaginary dilemma (and a few real ones) consider this list of resources:

- ***Residence hall director/counselors*** - Help starts right in your home away from home. "Can we have a refrigerator? What can we put on the walls?" "The phone doesn't work." If you have questions or problems with your room, the residence hall director can help. The counselor on your floor also might be a good listener when you're homesick or an unbiased arbitrator if you have serious disagreements with your roommate.

- ***Dining service director*** - If you have unusual dietary needs—vegetarian, low sodium, non-dairy, diabetic menu, whatever—pay a visit to the director of dining hall services. Often special meals can be prepared. You don't have to limit yourself to a steady diet of pizza or hamburger and fries just because they're readily available.

- ***Student health services*** - From garden-variety colds, sore throats and sprained ankles, to more serious problems such as alcohol and chemical dependency, the medical services at your school can offer assistance. Most health services also offer birth control counseling and services, information on sexually transmitted diseases, and HIV testing, or make referrals to other appropriate resources.

- ***Student counseling center*** - Family problems, ending a relationship, even feeling homesick and lonely can affect your adjustment to college. If you have extended periods of feeling overwhelmed by stress or depression, you might benefit from talking with a counselor. All of your conversations will be confidential.

- ***Campus ministry*** - Many denominations have organized ministries for college students on, or near, the campuses of colleges and universities. Chaplains provide religious services and counseling. These ministries sponsor many activities offering fun and fellowship for interested students.

- ***Tutoring center*** - When you need help with academics, the tutoring center may be just your ticket. The Center specialists often sponsor workshops to help students develop better writing skills, improve test-taking skills and conquer math anxiety. The centers generally can arrange one-to-one tutoring in specific subjects. If you start having difficulty with a class, don't wait until the situation is hopeless. The earlier you ask for help, the greater the chances that you will get back on track and finish the class successfully.

- ***Minority Affairs*** - If you are a minority student, take advantage of the services of the minority affairs office. You may find that they sponsor social events and other activities. These offices will know of special opportunities for study and scholarships that might be available. They also can help you deal with any incidents of racism and prejudice that you might experience on campus.

- ***Services for Students with Disabilities*** - Whatever your needs, from taped textbooks to career counseling, these offices provide services to help you with your special academic challenges. The campus-based offices work closely with the Department of Vocational Rehabilitation. That agency can provide full or partial tuition, books, fees, and other services, based on need and disability. If you have a physical or mental impairment which is a substantial handicap to employment, you may be eligible.

- ***Escort Services*** - In an effort to cut down on muggings and other crimes on campus, many colleges and universities now provide escort services to students who may be out on campus at night. If you're studying late in the library, don't take chances, call for a ride back to your dorm instead of walking alone across campus if this service is available.

Caring for Yourself

Eat right, get enough sleep, don't smoke. What student leaving for college doesn't hear this from parents? Once you're a full-fledged college student, you can do as you please, right? No parents will be looking over your shoulder, chiding you to take care of yourself.

Before you relish the thought of staying up all night, think. If your parents won't be caring for you, who will? No doubt about it. *You'll be in charge!* Many choices will influence your health. Your choices can make the difference between feeling truly well and just feeling o.k., other choices may even affect your very survival. Now—before you leave home and high school—is a great time to think about your future health and safety.

Eating and sleeping

Have you heard of "the freshman 15"? We're not talking about credit hours. This "15" refers to the extra pounds many first year students gain. Those "mystery" foods in the cafeteria and fast burgers between classes pile on the pounds. Get your share of healthy vegetables, fruits and whole-grain breads and you'll keep off excess pounds. It is much easier to eat wisely than to spend months trying to lose weight. Control your weight and you'll feel better and have more energy.

Fattening foods may be everywhere, but sleep nowhere to be found. Shakespeare's sleepless Macbeth didn't have a thing on the average college student. Going without enough sleep can decrease your creative abilities and leave you feeling blue plus lower your resistance to illness. The world will look brighter and life will be easier to manage if you get reasonable amounts of sleep.

Alcohol, drugs, and cigarettes

College isn't Sin City, but unquestionably, alcohol and drugs can be found on or near any college campus today. College students today are faced with choices about the use of drugs, both legal and illegal. Consider your values as you decide and you'll likely make choices that are in your own best interests.

Illicit drug use is down on college campuses, but abuse of alcohol, the legal drug (for those over 21), is actually up. A recent survey on college campuses indicates almost 85% of undergraduates, including those under 21, drink at least occasionally. Heavy drinking is associated with lower grades and a higher drop-out rate. If you decide to drink, remember that drinking and driving don't mix at any age. Use those two safe "d" words—"designated driver"—if you drink in social situations.

As for smoking, don't. The Surgeon General says that not smoking, or quitting smoking if you've got the habit, is the single most important thing you can do to protect your health. Non-smokers live an average of 14 years longer than smokers. In the meantime, consider the bad breath, stale cigarette smoke in your room or your car, and respiratory infections that smokers have, not to mention the cost. Is it really worth it to light up?

Safety on the campus

When you are living on your own, whether in a residence hall or an apartment, use good judgment regarding your physical safety. Take reasonable safety precautions with your room or when you're in your car, or on foot around the campus. Rates of campus crime have increased, from purse snatching to rape and robbery. Many incidents can be prevented by simple measures. Lock your doors when you're out and ask for escort service if you're leaving the library or other campus building late at night. Learn techniques for personal safety and practice them wherever you are. You'll cut down the chances of becoming a statistic in a crime report.

Source:
John N. Gardner and A. Jerome Jewler, *Your College Experience: Strategies for Success*, Wadsworth Publishing Company, Belmont, CA, 1992.

Learning the Words:

College Knowledge

Academic advisor - A faculty member or counselor assigned to help you plan a class schedule, choose a major or answer other questions about college. (This person can be very helpful.)

Academic Probation - A warning to students that academic progress is unsatisfactory. There must be improvement to graduate or even continue studies.

Bursar - A college administrator who handles your tuition, fees and other payments.

Carrel - A study space or numbered desk in a college library that can be assigned to you, upon request, if available.

Chancellor - A high academic officer or chief executive officer of a college.

Class standing - Freshmen, sophomores, juniors, and seniors, your standing is linked to the number of college hours you have completed toward graduation, not the number of years you have been in college.

Co-curricular - Activities, clubs or organizations you might join outside of classes. These give opportunities to serve and to make friends, and may be useful on your resume.

Comprehensive Exam - A final exam which may include all course material. Graduate students take comprehensive exams to earn the master's or doctoral degree.

Core Courses/Distributive Requirements/Basic Requirements/ General Education - Lower division classes, taken at the freshman and sophomore levels, including English, math, science, history and other requirements which some colleges require all students to complete for graduation. Many of these are required before taking upper level courses, so complete these as soon as possible.

Course #; Section # - Colleges may number courses in different ways, but most use 100 - 400 levels for undergraduate classes. The 100-level courses often are introductory survey classes; the upper level courses cover subjects in a narrower focus but in greater detail. Many upper-level courses require prerequisite courses. A course may have several sections, meeting on different days and hours of the week. You choose one which fits the rest of your schedule.

Credit hour - A unit of credit you can earn by taking a course for a period of time, usually either a semester or quarter. Many college courses offer 3 credit hours, meaning you meet that class 3 hours per week. Check to see if there are labs, seminars, or other requirements for earning the hours.

Curriculum/Course Sequencing - Your curriculum includes all courses required for your degree as listed in the catalog. Courses will be listed in a specific order, or "course sequence" if they must be taken in order.

Dean - A college administrator such as an academic dean who might head a college, overseeing degree programs and having the authority to grant exceptions to academic policy. A dean of students would work in student services.

Dean's List - An academic honor indicating high grades.

Deficiency - This term may mean that you are lacking one or more courses necessary for graduation or for entrance to a program. Deficiency may also mean your grades are so low you cannot return to school.

Degree program - Courses necessary for completion of a degree in a specific field. Some courses may count as credits toward your graduation requirements but not toward your major field. Your academic advisory can offer information and guidance.

Diversity - A term referring to the increasing representation of many groups on college campuses, including men, women, minorities and foreign students.

Drop/Add - The process for dropping or adding classes within a specified period of time. You will need to fill out the proper forms and get official signatures. Dropping a course may change your status from full-time to part-time student. If you are receiving financial aid you should report the change to the financial aid officer. Be aware of the deadline for exercising the drop/add option.

Elective - A course you may take because of your academic interest but which will not count toward the requirements for core courses or your major or minor field. A limited number of electives are needed to meet general degree requirements. Think carefully before taking many electives before completing requirements. That's a bit like eating your dessert before finishing the main course.

Final exams - Exams given at the end of a semester, generally over all of the material in the course. A final may count for as much as half your grade, or possibly less. The final exam plan is often described in the initial class syllabus.

Full-time students - Students enrolled in a specific number of course hours, usually at least 12 hours in a semester. Full-time students are eligible for more financial aid than part-time students and may be eligible for other benefits such as health care.

GPA - An acronym for grade point average. Colleges assign points for each grade (i.e. A = 4 points, B = 3 points, etc.) You can determine your GPA in three steps. *Multiply* the number of credit hours in each course by the value assigned to each grade. *Add* the calculated points for all courses. *Divide* by the total number of credit hours.

Greeks - A term describing students who join social fraternities and sororities. If you are considering becoming a Greek, you might want to talk about the advantages and disadvantages with your advisor or someone on campus whose opinion you trust.

Honors - Recognition for academic excellence. Students who make a certain GPA are said to be on the Dean's List. At graduation, awards may be given to outstanding students. Latin words are used: *cum laude*, with praise; *magna cum laude*, with high praise; and *summa cum laude*, with highest praise. Also, special academically challenging programs for undergraduates often requiring a thesis.

Honor Fraternity - An organization providing recognition of outstanding students in specific fields of study.

Hours - A term for the number of credits you may earn for each course in which you enroll. Example, if you enroll in five "3-hour" courses, you will achieve 15 credit hours.

Internship - An arrangement where students receive course credit for completing work with an organization. Students can gain valuable work experience in paid or volunteer internships. Lengthy internships following completion of a degree are required in some fields such as medicine. Prerequisite courses are always required before students complete internships.

Lower division/upper division - Academic programs often are divided into two divisions. Division standing depends on the prerequisite courses, the credit hours accumulated, GPA, and the completion of any necessary forms. Students in the upper division are closer to graduation and usually get first priority in registering for classes if space is limited.

Major - Your special chosen field of study in college. As much as 30 percent of your course work, usually upper division, will be in your major field.

Matriculate - A term meaning that you have applied to be in a degree program, have been accepted, and have enrolled in classes.

Mentor - In college, a professor or staff member who cares enough for a student to teach, guide, and encourage that individual.

Minor - A group of classes in a given field of study which may or may not be required for graduation. When minors are a requirement, they sometimes must relate directly to the major field of study.

Panhellenic Council - An organization made up of representatives of all Greek fraternities and sororities at a college or university.

Pass/Fail - Many colleges allow you to take some classes, generally electives, on a pass/fail basis. You can earn credit for graduation but these grades do not affect your GPA. To use the pass/fail option you generally must make a written request by a certain deadline.

Practicum - A practical learning experience, usually more limited in scope and time than an internship, required in some classes to earn course credit.

Preregistration - The practice of registering for the following semester classes during the previous semester. By preregistering, you will have a better chance of getting into the courses and sections you desire.

Prerequisite - A condition or specific course(s) which must be met before enrolling in other courses.

Professor - College teachers are ranked as teaching assistant, lecturer, instructor, and professor. Professors have three ranks: assistant professor, associate professor and (full) professor. When in doubt, address your teacher as "professor."

Registrar - A college administrator who directs registration, maintains student transcripts, and performs other duties assigned by the faculty. When faculty submits final grades, the registrar's office posts them to your transcript.

Registration - The activity arranged to allow students to schedule their classes for the coming term. Before registering, consult with your advisor to be sure you are taking appropriate classes.

Residence hall - The contemporary name for student housing provided by colleges and universities, otherwise known as dormitories or dorms. Get to know the rules and regulations for your residence hall.

Residency - If you have lived in the state where your college is located for a specified period of time, you have established in-state residency and can pay a lower tuition than out-of-state students.

Resident advisor - An experienced student who lives in the residence hall to assist other students. Sometimes called RA's, advisors can provide personal help, facilitate groups, set up social activities and act as referral to other services.

Schedule of classes - Sometimes called a master schedule, this is a listing of all courses that will be offered in the coming semester, and the sections of classes, the meeting place, name of instructor, and time.

Semester hour/system - The unit of credit that can be earned for completing a class. Many colleges offer classes that give three hours of credit each.

Seminar - A class with a limited number of students in which the professor or instructor leads a discussion about the subject.

Social fraternity - A social organization with membership by invitation only. Women's organizations are called sororities; men's groups are called fraternities.

Student Center - A building where you can eat, study, meet friends, and participate in other student activities. Student support services such as counseling and career planning may be in the student center.

Syllabus - A printed outline showing the dates and subjects of lectures, reading assignments, and exam schedule.

Transcript - Your official college record showing the courses you have taken, the grades you received, your class standing, and graduation information.

Undeclared - The state of not yet having chosen a major field of study; the opposite of having "declared" a major.

Work Study Program - A federal student aid program based on need. Students may work, usually on campus, in return for some of their financial aid.

Source:

John N. Gardner and A. Jerome Jewler, *Your College Experience: Strategies for Success*, Wadsworth Publishing Company, Belmont, CA., 1992.

Discovering Your Work Skills

Perhaps you are at a point where you are ready to start a job search. Before you begin, take the time you need to plan your strategy.

What do employers want?

Employers want employees who *can do what needs to be done*. Their main interest in you or any other employee is in the skills you bring to the workplace and how you use them when you get there. A look at "SCANS Skills —Workplace Know-How" (on page N-4) will let you see what employers expect.

If you are young and have little or no actual paid work experience, you may make the mistake of thinking you have little to offer. In truth, you probably have many skills; the trick is to present yourself and your skills in such a way that a potential employer can see that you are the person who "can do what needs to be done."

Focus on skills for work

You may have already begun to identify some of your skills in the section on "Exploring the World of Work." Here's another exercise which will help you further identify your work skills, based on a procedure originally outlined in *Job Power: The Young People's Job Finding Guide*, by Bernard and Jean Haldane and Lowell Martin.

On a sheet of paper, start listing achievement experiences you recall. These experiences might be related to home, family, school, community or a part-time job. Try to list eight to ten. Don't worry about whether these would matter to anyone else.

From that group, pick five or six achievements and list these in order of importance to you. As you do this, some of your strengths and skills will become apparent. Describe what you did in that achievement. Were you reading, writing, planning, using tools, studying? Did these involve people, ideas, tools, factual data?

Now, take another sheet of paper and list the skills used in each of those achievements. When you have finished this exercise you will have focused on types of experiences you have enjoyed and felt were successful. You will have started identifying useful job skills. By thinking in terms of what you can accomplish, you will help see how to do things in your own right way, again and again.

Consider these examples

Learning to cook.

My first meal was for my family when my mother was sick. I did everything from planning the meal, buying the groceries, setting the table, cooking, to cleaning up. My family said that was the best spaghetti they'd ever eaten.

Skills:

- Talent with food
- Neatness
- Organization
- Did job from beginning to end
- Liked to serve family members

Worked in the principal's office

Ran the copier for the secretary and answered the phone when she was away from the desk. Delivered messages and materials to teachers. The secretary said she could always depend on me.

Skills:

- Dependable
- Accurate with details
- Worked well with adults and students
- Observant (could locate teachers all over the building)
- Showed good judgment (could decide which messages needed immediate attention, which could wait)

Served as manager for the basketball team

Made sure uniforms were cleaned, repaired, and ready for each game. Went on all road trips.

Skills:

- Reliable
- Planned ahead on equipment needs
- Worked well outdoors
- Problem solver
- Got along with coaches and players

The skills you *like* to use

Sometimes we have a skill but don't really like to use it. Suppose you are good at balancing your checkbook but wouldn't want to work with figures all the time. That skill would not be as important to you as one you *want* to use. Bernard and Jean Haldane, authors of *Job Power*, call those "motivated skills."

From the previous exercise, you have determined some of your skills. Organize your motivated skills in this chart. List your first achievement experience. In column 1, put a check next to skills you used in that achievement. Do the same with your other experiences in the other columns. You will likely begin to see a pattern of skills repeating in some of your achievements.

Source:

Bernard and Jean Haldane and Lowell Martin, *Job Power: The Young People's Job Finding Guide*. Acropolis Books, Ltd.

SCANS Skills—Workplace Know-how

What skills does it take to be a competent worker? The Secretary's Commission on Achieving Necessary Skills (SCANS) appointed by the U.S. Department of Labor in 1991, identified five competencies and three basic skills that all high school graduates need to achieve to qualify for entry-level jobs. These skills and competencies might be considered your "basic job tool-kit." Other, more specific job-related skills can be learned to equip you for specific jobs.

COMPETENCIES

Effective workers can productively use:

Resources — allocating time, money, materials, space, and staff

Interpersonal skills — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse background;

Information — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;

Systems — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;

Technology — selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION

Competence requires:

Basic Skills — reading, writing, arithmetic and mathematics, speaking, and listening;

Thinking Skills — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;

Personal Qualities — individual responsibility, self-esteem, sociability, self-management, and integrity.

Source:
U.S. Department of Labor, June, 1991. *What Work Requires of Schools — A SCANS Report for America 2000.* Washington, D.C.

Creating A Skill Summary

What have you learned as you thought over achievements you have enjoyed? What skills have those achievements reflected? Chances are good that you can find an employer who is looking for someone with similar skills. Now, the trick is to present those skills in such a way that an employer will recognize you as the employee he wants and needs!

A skills summary will help you "package" your skills so they're easy to identify — with proof from your achievements. A skills summary can be very useful if you are young and have little or no actual work experience. You move easily from the summary to a useful resume by adding information about education and job experience.

Take a look at an example of a skills summary. Notice how the identified skills are demonstrated in the examples given.

Now that you've seen how a skills summary is done, why not write your own, using your experiences and identified skills.

Skills Summary

Susan Stone
215 South Ashland Street
Hanover, KY 40621
Phone: 500/879-9335

Personal skills

Learn quickly and follow instructions well, organize and follow through on projects, am reliable and persistent, can be a persuasive leader, get along well with people. Also have beginning office work skills including operating a switchboard.

Quick learner; follow instructions.

As a worker in the principal's office, learned to operate the school switchboard with brief instruction; later devised a new way to keep track of employees as they left the building and returned. Persuaded the principal to try this system which is still in use.

Can organize and follow through on a project; leadership.

As president of Tri-teen Club, organized a Talent Night, coordinated needed committees and raised $400 for charity.

Good listener; get along well with people.

Have been complimented by friends as being the best listener and the friend they most like to talk to; get along well with people of all ages.

Skills with office equipment

Proficient in Word, Excel, Access, PageMaker, Fax machine, and calculator.
Can operate a switchboard and understand correct telephone procedures.

Resumes: Which Type Suits You Best?

A resume lets you present your education, skills, and work experience in an organized way. The main idea is to write a document which says that you and the job are a good match.

Joyce Lain Kennedy, in *The Career Book*, says: "A good match means that you know the job's requirements; that you can do the work; that you will do the work; and that you will behave pleasantly while doing it."

Resume styles include:

- **Chronological** — listing education and job experience as they happened.
- **Functional** — the closest cousin to the skills summary, demonstrating skills through experiences.
- **Combination** — includes skills, education, and job experience.

Choose the resume type most flattering to you. Young people who have little or no actual paid job experience generally benefit from using the functional or combination style. Workers with considerable job experience may be better off using a chronological resume.

Tips for a smart looking resume

Appearance is important! Your resume can create a good first impression.

- **Length:** Try to say everything in one page, two at the most.
- **Spacing:** Be sure to leave good borders; try for an uncluttered look. Use underlining, bold or italics when you want to emphasize a point.
- **Paper:** Choose a good quality white or cream paper.
- **Printing:** A resume tailored to the job you are seeking can add to the good impression. How can you do this if you're making 20 inquiries? Word processors allow you to make needed changes easily and to get professional looking documents. Often these are available in schools, offices, libraries, or they can be used at printing or copying shops for a small hourly fee.

Present content effectively

Think, organize, and write carefully. The following tips might prove helpful in creating a forceful resume.

- Use action verbs like "sold, improved, planned." Instead of saying "I was in charge of...", substitute "Supervised..." Dropping "I's" is acceptable in a resume and gives you useful space.
- Give concrete examples. "Proficient in Word, Excel, Access, and PageMaker." Employers like measurable results.
- Use specific job objectives. An individualized resume catches an employer's attention. It shows that you had enough interest to write a resume especially for that job.

Functional Resume

SUSAN STONE

215 South Ashland Street
Hanover, Kentucky 40621
500/878-9335

Offering skills in word processing, spreadsheets, desktop publishing, switchboard operation, knowledge of office machines and systems. Wish to use these skills as secretary. Available December 1, 1999.

Learning skills

Quick learner - follow instructions
As a worker in the principal's office, learned to operate the school switchboard with brief instruction; later devised a new way to keep track of employees as they left the building and returned. Persuaded the principal to try this system which is still in use.

Leadership, planning skills

Can organize and follow through on a project
As president of Tri-teen Club, organized a Talent Night, coordinated needed committees and raised $400 for charity.

Work well with others

Good listener - get along well with people
Have been complimented by friends as being the best listener and the friend they most like to talk to; get along well with people of all ages.

Office equipment skills

Proficient in Word, Excel, Access and PageMaker, can operate a copy machine, Fax machine, and calculator. Can operate a switchboard and use correct telephone procedures.

Accomplishments

- Received one of three proficiency certificates in word processing class.
- Often asked to assist other students in word processing class.
- Overall rank in class: upper quarter.

Chronological Resume

DAVID ALLEN DEAN

239 Fern Hill Road
Clarksville, Kentucky 62901
E-mail: david.dean@state.ky.us

Phone: 898/354-9090
Day messges: 898/354-2360

Seek position as sales manager — to use planning, supervisory, and sales skills. Management experience in large and small businesses. Proven skill in developing sales plans and handling details smoothly and calmly.

EXPERIENCE:

Sales Manager, Country Cookin' Foods Company, Clarksville, Kentucky, 1997 - present. As manager of a three-person team, reorganized sales efforts by developing distributor system and a systematic approach for cold calls and follow-up. Increased wholesale sales by 20 percent, corporate gifts by 100 percent each year.

- Became familiar with special contract negotiations, pricing large quantity sales, dealing with decision makers.
- Learned to supervise effectively, coordinate the efforts of other workers, and work efficiently under pressure.
- Company owner complimented me as having done "an outstanding job."

Sales Representative, United Business Forms, Clarksville, Kentucky, 1994-97. Took over sales territory which had lost market share in previous two years. Increased sales by 15 percent in first year. Was selected as one of Top Ten New Sales Representatives in the country after first year. Consolidated gains in second year, adding 25 percent in sales. Commended for having the highest number of new customers for two quarters.

- Researched possibilities for new sales contacts, figured bids, solved delivery problems for customers.
- My supervisor, John Anderson, told me I was "the most persistent salesman he has worked with."

EDUCATION:

Attended University of Kentucky, 1990-94. Major study: business. Particularly enjoyed marketing courses.

PERSONAL:

Enjoy and get along well with people...like to improve business processes to bring order out of chaos.

Build A Network for Success

"One thing leads to another." Those words should be your motto when you're building a network of contacts in your job search. Tell everyone you know that you're looking for work! Asking relatives, friends, and acquaintances is one of the most effective ways of finding a job.

Applying directly to an employer is another method often mentioned by successful job-seekers. When you think about it, however, people may go to an employer after hearing of an opening from someone, so the "ask everyone" method should be the way to start looking for a job.

The case for weak contacts

A study reported in *Work in the New Economy* by Wegmann, Chapman and Johnson, shows that most job leads come from casual acquaintances, not close friends or family. In fact, the average salary of positions learned about through these "weak contacts" was higher than those jobs learned about from family or close friends. It's hard to figure that one out! The important point is — tell everyone you're job hunting. You never know who will give you the tip that leads to a job.

You might say, "I'm looking for a job and would like to (be specific: work in sales, work with people, or repair machines). If you hear of an opening in that kind of business, please let me know."

Network building

Keep track of your contacts by making a simple card file. List the name and each contact you had with that person, as well as any leads you may have gotten. If someone says they might know of an opening and will get back to you, call if you haven't heard anything within a week or by the time the person said he would get back to you.

No matter how insignificant the response may seem, when one of these contacts helps you get a lead, be sure to send a thank-you note. Even if the lead doesn't pan out, your contact will remember you as a responsible job seeker if something else turns up in the future.

An informal network is important because many jobs are never advertised. Employment specialists estimate that only about 15 percent of all job openings appear in the classified sections of the newspaper. These jobs tend to be either on the high end of the scale requiring highly trained workers or on the low end, with low paying entry level jobs requiring little skill or experience. This may be the first place job-hunters think to look, but poring over the classifieds should only be part of the process.

Remember, ask everyone you know!

Source:

Robert Wegman, Robert Chapman, and Miriam Johnson, *Work In The New Economy*, JIST Works, Inc., Indianapolis, 1989.

Your Job Search

What does it take to find a job?

Looking for a job is hard work. Many employment counselors say that job-seekers are often not prepared for the amount of time and energy needed for a successful job search.

Career counselors say that you should approach a job search as though that were your job — spending full-time on your efforts. While this can be very tiring, you are likely to be successful sooner if you stay committed, and don't get overly involved in other interests.

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In addition to time and commitment, you need to organize yourself. In some ways, the hardest part of a job search is deciding what you want. By now, you should have (1) written down and classified your achievements, (2) identified the skills and talents you want to use, and (3) put together a personal fact sheet and/or a resume which lists these skills and examples of how you have used them. Now, for the next step.

Where do you start?

Knowing where to find a job you want involves some investigation on your part, using all the resources you can find. The informal, "people resources" who can help were discussed in "Build a Network for Success."

For now, let's concentrate on other resources. To identify companies which might have employment opportunities, investigate:

- The Internet - (many companies have career/job information on their websites)
- Yellow Pages
- Libraries (city and state business directories)
- Chamber of Commerce
- Published announcements
- Newspaper classified ads
- Professional journals
- Trade magazines
- Labor unions
- State employment service offices
- Government employment announcements
- Federal, state, and local civil service
- Government-sponsored employment programs
- Other resources
- Community centers
- Youth programs
- School placement offices
- Employment agencies and career counselors

Add any interesting possibilities to your card file. Give yourself a definite number of assignments to follow up on during a given week. You'll soon be amazed at the possibilities you have found. One of those may be the right job for you!

Applying for Jobs

OFFICIAL PAPERS YOU MAY NEED

You May Need	*When Needed*	*How and Where to Get It*	*Issued By*
Social Security Card	Before you apply for a job	Apply at your local Social Security Office	U.S. Social Security Administration
Birth Certificate	If required by employer to prove age	Send $9 to: Vital Statistics Branch, CHR Building, 275 East Main Street, Frankfort, KY 40601	Health department of the county where you were born or your state's vital record department
Driver's License	If the job includes driving	If you're 16 or over, apply at your local driver's license office in your county courthouse	Kentucky Department of Transportation, Driver Licensing Division
Student Identification	If required to prove that you are a student	Ask in the school office	Your school
High School Diploma	If required by employer	Pick up a copy at the high school from which you graduated or at the school board office in the county where you graduated	High schools
or **General Equivalency Diploma**	If required by employer	Call your county school board office to find out how to take the test	High schools, vocational-technical schools, community colleges
If you also have had post-secondary training, you also need:			
Training Certificate	If required for the job	Receive when you pass a training course (such as training to be a dental assistant)	Sponsor of training program (for example, a Kentucky Technical College)
Occupational License	If required to practice your occupation (for example, as a barber or cosmetologist)	When you meet the state requirements for your occupation	The licensing board for your occupation, usually a state organization
Union Card	Depends on the job; the employer will tell you if you're a member	Receive when you join a union	Union you join
College Transcript	If required by employer	Write to or visit the college or university where you attended	College or university

Sample Application for Employment

Interviewing

To Be Remembered And Referred for a Position

A well-known career counselor Bernard Haldane, in his book *Job Power*, suggests an unusual strategy for interviews. Instead of asking directly for a job, Mr. Haldane suggests that a job-seeker ask instead, "I know your company may not have any openings now, but if you hear of any openings for someone with my skills, I hope you will contact me."

When making a cold call, the indirect method has two advantages. First, by not asking for a job directly, you avoid the sense of rejection if you are turned down. Remember, you didn't ask to be hired.

Second, the employer is not put in the spot of turning you down, which is uncomfortable for him as well as you. This keeps him in a good frame of mind, rather than a guilty one. He'll be far more likely to think of you when someone asks him for suggestions of possible job applicants.

The R and R interview

The goal should be to make a good impression so that you will be remembered when an opening does occur and referred for the position. Naturally, there may be times when you will be inquiring about a definite opening. Then you will be more direct in your approach. In that instance, say something like "I'd like to be considered for..."

Whichever approach you take, the same rules of interviewing apply. Prepare by:

- calling to make an appointment.
- dressing appropriately for the interview and avoiding chewing gum or smoking.
- doing your homework, knowing something about the company, and being able to ask intelligent questions. Library reference desks often have resources to help with this, and your contacts might give you useful information too.
- arriving on time and alone. Leave your friends and family at home.
- having your Social Security number, driver's license, and skills summary and resume if you've completed one for a job you know is available — just in case.

You can always leave a copy of your skills summary or resume so that the employer can refer to it if he learns of an opening which might require your skills.

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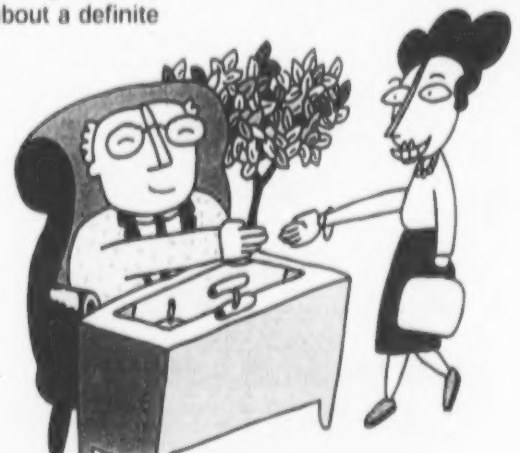

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You're Hired? Now, Keep That Job!

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Congratulations on your new job! Now that you've been hired,let's look at ways to become a successful employee. Here are basic ideas to keep in mind.

- Be on time, coming and going, instead of looking for the most creative excuses for being late. Then work until closing time without being a clock-watcher! Your employer will soon recognize your commitment to work.
- Avoid excessive absences. You are hired because a job needs to be done. Your absence will likely place an extra burden on others, so try not to miss work. If you must be absent, inform your boss as soon as possible.
- Dress appropriately for your job. If you're not sure what to wear, you can either ask or just observe what others are wearing and dress accordingly.
- Make good use of your time. By learning your job and concentrating on the tasks at hand, you will soon become a productive employee. Keep outside phone calls to a minimum and don't waste too much time in casual conversation regardless of what others are doing. Working hours are for work. That doesn't mean, however, that you should be afraid to get to know your co-workers. Your ability to get along will be a valuable asset in the long run.
- Follow directions carefully. Ask questions if you don't understand how to do something and make suggestions for change only if you think your ideas will be welcomed.
- Do what's asked of you. Most employees sooner or later are asked to do work which isn't spelled out in their job assignment. If you're given an extra task, don't argue, just do it as well as you can. Think of it as an opportunity to learn something new.
- Accept that some tasks will be boring or hard. Maybe you hate to organize the bills payable or dread unloading incoming supplies. Your job won't be finished until the last task is done, so it's best to just go ahead and do it all — the good and the bad.
- Do your job well. Employers generally recognize employees who take pride in the quality of their work. One way to stand out is to offer help when a job needs to be done and there is no one to do it. When a better job becomes available, a current employee who is doing a good job will often get top consideration for the new position. That person can be you.
- Get along with people on the job. You'll see that everyone wants to work with people who are pleasant, considerate and willing to help. Try to be like those employees and you'll soon have the same kind of good reputation.

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Your Teenager's High School Years

"Can you believe it, Michael starts high school this fall!" Few statements a parent makes can convey such a mixture of pride and hope, mixed with a little anxiety. As you and your teenager approach this important milestone, you may be asking yourself what you can do to help your child succeed.

Talk, listen; listen, talk

You must communicate with your teenager, the high school counselor, and the high school teachers in order to make yourself an informed parent. You'll want to gain an understanding of the high school experience, the choices your teenager must make, and the consequences of those choices for life after high school.

Bear in mind that your expectations do make a difference. Would it surprise you to know that parental expectation plays a big role in student success in school? Let your teenager know that you expect him to succeed in high school, that you expect he'll take advantage of postsecondary education. You can express your belief in his abilities, and your willingness to help him overcome problems.

Encourage responsible behavior

You may not be able to guarantee your child's future happiness but you can do a great deal to help him become a responsible adult. Helping your teenager learn to make informed decisions will go a long way toward encouraging responsibility. You can help by discussing options and possible consequences.

Some aspects of education which offer possibilities for decision-making include:

- choosing courses
- managing homework and school activities
- choosing postsecondary options

These are all important decisions. While your teen should be make the final choices — and experience with the consequences —talking over the options will go a long way toward encouraging wise decisions. Remember, if your teenager makes the final decision about courses or postsecondary options, he'll be more likely to follow through. If you make all these important decisions—well, have you ever tried to push a rope?

You'll also want to make sure your teenager learns skills needed to live independently. How well will your child manage if he can't do his laundry or balance a checkbook?

What Every Parent Should Know

If your child is moving from middle school into high school, you'll quickly realize that there are new and possibly unfamiliar questions and concerns related to high school. You'll be struck by the number of choices your teenager must make. Some of those choices have important and long-term consequences.

Once you're aware of important issues and choices, you can find out more about various options and opportunities. You'll be better prepared to help your teenager think through and make sound decisions.

What are curriculum choices?

Learn about curricular options, from technical courses to the Pre-College Curriculum. Familiarize yourself with the courses offered at your teen's school. Laying out a tentative plan of classes for the four years of high school is a very important decision; your child needs your attention in this process.

The question is more than whether a student will have enough credits to graduate; that is just the first step. What courses are needed to ensure that a student will be equipped to enter a four-year college? a post-secondary technical school? will have skills necessary for employment? (Sections C, "Curriculum Choices," and H, "Kentucky Postsecondary Institutions," provide much information about requirements.)

Course choices; future choices

Understand the consequences of various academic choices. If, for example, your daughter expresses an interest in medicine, she'll want to take higher level science classes. The groundwork for training in many occupational fields, from technical to professional, begins on the high school level. (Section F, "Ways of Working," suggests high school courses needed in preparation for postsecondary training for many occupations.)

The Pre-College Curriculum generally provides the minimum requirements for admission to four-year degree programs at public universities. Most independent colleges recommend or require the PCC as well. Some fields of study such as engineering and medicine require additional science, math and foreign language. Increasingly, students planning a postsecondary technical education also need to take higher level English, math and science courses.

Some schools in Kentucky are Tech Prep sites, offering students an opportunity to engage in study designed to complete high school graduation requirements and a two-year technical degree at a community college. Tech Prep schools offer academic courses taught in an applied manner. Many students learn best by focusing on practical, real-life applications of principles rather than through theory alone. If that description seems to fit your son or daughter, you may want to find out more about Tech Prep.

Postsecondary school requirements

Learn about the entrance requirements for postsecondary education. You and your student can benefit from looking over a few school catalogs early in the high school years. That way, no one will be in for an unpleasant surprise in the senior year, coming up short of required courses.

(Kentucky's community colleges have an open-door policy, meaning that students can enter without having completed the Pre-college Curriculum. However, community colleges must assess all entering students to determine if they have met those requirements. No more than 24 credit hours can be completed prior to the student removing the PCC deficiencies. Students will not receive credit toward a degree for the courses taken to remediate the PCC deficiencies. Encourage your student to save time and money by completing the PCC during high school.)*

Your teenager and test scores

Inquire about your teenager's performance on performance assessments, aptitude and interest tests as well as on college entrance tests. All are important measures and may indicate strong areas and those which need attention. ("Tests, Dreaded Tests" in Section D provides a rundown on important tests, including the new performance assessments given in the 4th, 8th and 11th grades. These assessments, developed under the Kentucky Educational Reform Act (KERA), are designed to show how students can actually use what they have learned. They are not limited to paper and pencil tests as were traditional tests.)

What's that application deadline?

Familiarize yourself with procedures and deadlines, particularly for entrance tests and applications. Those deadlines mean just that — students may be disqualified from participating if their applications are late. You can help your student by knowing the deadlines too — something like setting two alarm clocks in the morning before an important meeting!

Good planning in the early years of high school prepares students to take advantage of many options after high school and avoids the disappointment of being unprepared. You can use information you've gathered to encourage your teenager to make informed, responsible decisions which help to move him/her along toward graduation — and postsecondary options.

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* There are exclusions to this policy. Nontraditional students (25 years or older) and students entering baccalaureate-degree status with 24 or more semester credit hours applicable to a baccalaureate degree with a GPA of at least 2.00 on a 4.00 scale are excluded. Also excluded are active duty military personnel, their spouses, and their dependents.

Helping with Homework

Homework is basically your child's responsibility, but there are some ways in which you can help without taking over. Talking with your teen can help him begin to:

- think about the purpose of getting an education; (what's the point of school?)
- understand himself and his goals; (how does this relate to me?)
- determine what has helped him study and learn in the past.

After that point, completing homework is your child's job. Evonne Weinhuas and Karen Friedman, authors of *Stop Struggling with your Teen*, suggest that you can avoid getting into a power struggle by maintaining that position, recognizing and doing what you can, then backing off. In that way, your teen will experience the consequence of his decision to study — or not study. Either way, it's his responsibility.

What's important about school?

An initial step might be for you to think about the purpose of school; what school-related goals do you see as really important? Do you want your teenager to:

- make good grades?
- acquire information or develop skills which will help him in further education or work?
- work effectively with others?

Once you've decided what's most important, you can support and reward the behavior you want.

There's no "right" way to learn

Every individual is different — and learns in different ways. For example, not everyone needs the same kind of study environment. Some need and like a quiet place; others like a bit of background noise. Some work best at a desk, others need to fidget and move around and are more comfortable sprawled on the floor or bed. The point is to talk with your teenager, and encourage him to find and practice what works best. By the same token, if the current plan doesn't seem to be working (i.e. the homework isn't getting done, the grades aren't satisfactory) you can encourage trying another arrangement.

"He's just like his Uncle Joe!"

As a parent you may remember how some babies, even in the new-born nursery, seemed placid and quiet while others were jumpy and cried a lot. Much of a baby's earliest responses are the result of an in-born temperament. Some characteristics of temperament, determined by heredity, influence learning. Those would include:

- **persistence** - the ability to "stick to" a problem or project until it's finished;
- **distractibility** - the degree to which sights, sounds and changes in our surroundings influence us;
- **adaptability** - the ease or difficulty with which we accept change;
- **social preference** - whether we learn best alone or in groups;
- **learning orientation** - the tendency to approach a new subject by either looking for the overall "big picture" first or concentrating on the details first.

Psychologists have determined that people have different styles of learning. Today, many schools recognize that these individual styles have a big influence on how students learn. Educators are providing an assessment process to find out how students learn best. They are using that information to help students choose classes which make the most of their learning style and to help teachers choose effective teaching techniques.

If you understand what learning style works for your teenager, you can encourage him to use that method whenever possible. You can see how the characteristics of temperament appear in some identified styles:

- **verbal learner** – wants to *hear* what has to be learned; may help to read instructions out loud or talk about the content of a reading assignment;
- **visual learner** – wants to *see* the material or be shown how to do something or the facts to be learned; does best with little clutter;
- **kinesthetic learner** – needs to move around a lot; may learn best with *hands-on* approach;
- **global learner** – may have trouble with details; can write questions which might be important to the *big idea*; assume that small facts teacher focuses on relate to a main idea;
- **analytic learner** – may need to scan entire reading to get the whole idea first before concentrating on the *details* which come easy. It often helps if an analytical and a global learner work together.

First things first

While you can't *make* your teen study or practice effective habits for homework, it helps to know and keep in mind the basics for success for any student. You still can encourage good habits!

Record assignments and understand directions. This sounds simple enough, but think about the uproar when a teenager discovers that he "forgot" to write down the assignment or doesn't "remember" the directions! Keeping up with assignments and following directions are cornerstones of good homework practice — first steps to success — and worth talking about to encourage this habit.

Schedule time to do homework. Leaving homework to the eleventh hour is a prescription for failure. Help your teenager to think about, plan and use regular time for homework.

Learn how to learn. Learning involves both process and content. Both aspects are important. The process element of learning is knowing how and where to find information; content refers to the specific facts, figures and ideas to be learned. Understanding and analyzing the process will allow a person to solve new problems and work out things for himself.

Source:

Elizabeth Crary, *Pick Up Your Socks... and other skills growing children need!* Parenting Press, Inc., Seattle, 1990.

Evonne Weinhaus and Karen Friedman, *Stop Struggling with your Teen*, Penguin Books, New York, 1988.

Family Resource and Youth Services Centers

Sometimes families need help in meeting basic needs before the children and teenagers can succeed in school. Family Resource and Youth Services centers, created as a part of the Kentucky Education Reform Act (KERA) and being developed in many locations in Kentucky are designed to help families meet those needs.

Who can use Family Resource and Youth Service Centers?

All children and youth (and their families) enrolled in the school or schools that developed the center can use its services, regardless of the income of the families, once a center has been established on the basis of the number of students eligible for free school lunch. Services will be especially helpful for youngsters who are at risk of not performing well at school.

What services does a Family Resource Center provide?

A Family Resource Center serves children from birth through twelve years of age providing:

- full-time preschool child care for children two and three years of age
- after school child care for children ages four through twelve (full-time child care is provided during the summer and on other days when school is not in session)
- Families in Training for new and expectant parents through group meetings, home visits and child development monitoring
- Parent and Child Education (PACE) or similar family literacy program
- support and training for child day care providers
- health services or referrals to health services.

What services does a Youth Services Center provide?

A Youth Services Centers serve children over age twelve (middle and high schools) providing:

- health services or referral to health services
- referrals to social services
- employment counseling, training, and placement
- summer and part-time job development
- drug and alcholo abuse counseling
- family crisis and mental health counseling.

A **Combined Center** can serve students from elementary through high school and their families. All services listed above for both the Family Resource Center and the Youth Services Center would be provided.

There are now over 600 centers serving nearly 1,000 schools throughout the Commonwealth. Teachers and counselors will ask for parents' consent before referring a child to a center for a specific service. If you believe that your children or teenagers could benefit from these services, contact your school guidance counselor or teachers to find out if these services are available and to ask for a referral, or contact:

Kentucky Family Resource & Youth Services Centers
Cabinet for Families and Children
275 East Main Street
Frankfort, Kentucky 40621
Phone: 502/564-4986
FAX: 502/564-6108
http://www.kde.state.ky.us

Financing Postsecondary Education

Paying for college ranks right up there with buying a house as one of the largest expenses most families will have. Planning for college costs should receive at least as much attention as you would give to buying a house. ,

Most families should think of themselves as the primary source of funds for college — Uncle Sam does. It pays to plan ahead so you'll get the most mileage from your resources, and have the best shot for financial aid. Getting started on a plan for college savings isn't all that hard. Keep in mind a few key points.

Set realistic goals. First, find out what college will cost when your child is ready to go. While your crystal ball projections may not prove to be entirely accurate, chances are good that costs will not go down.

Most experts use today's college costs, with a seven percent inflation factor, (the average rate of increase in college expenses over the last few years) carried out for the number of years until your child enters college.

Develop a timetable. The amount of time before your child starts to college makes a big difference. It represents the amount of time you will have to save money and to look for outside help for college costs.

Start saving early. The earlier you begin to save, the better. The more years you have to save, the lower the savings payments you'll need to make each year. For example, if you start saving $47 per month when a child is one year old, at a rate of 10 percent interest, you'll have accumulated $25,000 by the first year of college. If you wait till your child is 13, you would have to put away $323 per month to reach the same goal.

Saving early does not work to your disadvantage when your child applies for financial aid. Your savings will simply decrease or eliminate your need for loans.

Set aside regular amounts. If you devise a plan and stick with it you'll get results. Regular investments plus time will let you take advantage of the "eighth wonder of the world" — compound interest. For example, at eight percent interest, your money will double in nine years.

Starting your savings plan early gives you more flexibility in investments. Your choices can range from savings accounts to stocks. Generally, the closer your child is to college, the more conservative your investments should be.

You can get an ***estimate*** of college costs, expected family contribution, Pell Grant eligibility and remaining financial need for college expenses by completing an Expected Family Contribution (EFC) form available on the web at http://www.collegeboard.org. The EFC is used by colleges to estimate how much you can reasonably be expected to pay toward college. Your EFC is subtracted from college costs to estimate your aid eligibility.

What will you be expected to pay?

To give you an idea of what you'd be expected to pay for the school year take a look at a chart developed by the College Board as reported in *STEP for Freshmen*, a publication of the Kentucky Higher Education Assistance Authority. By comparing what you'd be expected to contribute to the total cost of education at the college your child may attend, you'll have a pretty good idea of your eligibility for financial aid. Remember that this is only a guide, however, using a hypothetical family group. Your family may differ markedly in size, age of parents, etc. which would affect your eligibility.

Paying your share. The family contribution to college costs can be met in several ways:

- from current income
- from savings
- from savings and current income
- from savings, current income, and borrowing
- from borrowing alone

The toughest way to pay college costs is out of current income. Few families can afford such large amounts of money at one time. The easiest way would be to have all the money saved or barring that, to use a combination of savings and loans.

The costliest way to pay is completely through loans since principal and interest repayment can be very expensive. Also, it's possible that you will need to borrow money in a difficult economic period, when money is hard to borrow or the rates are very high. You may find that some colleges are completely out of the question because of the cost, thus limiting your child's choices.

Remember that the expected family contribution is not intended to be the *extra cash* you have on hand for college. It is a measure of a family's *capacity over time* to contribute toward the costs of an education.

1992 INCOME	1992 NET ASSETS*		
	$40,000	$60,000	$80,000
	Estimate of Expected Family Contribution for Family of Four		
$20,000	$ 83	$ 611	$ 529
$32,000	$ 1,914	$ 2,493	$ 3,161
$40,000	$ 3,380	$ 4,199	$ 5,163
$52,000	$ 6,757	$ 7,885	$ 9,013
$64,000	$10,183	$11,311	$12,439
$72,000	$12,534	$13,662	$14,790

* Savings, investments and real estate, minus debt

Source: The College Board, *College Costs and Financial Aid Handbook*, 1994, College Entrance Examination Board, New York, 1994.

Helping Your Child Choose a College

Finding the right balance

If your child is approaching junior high, or is already in high school, you've probably started thinking about your child and the college choice.

You may already have heard a few horror stories about parents who pushed hard to get their children to choose their alma mater, only to have the teenager balk or enter and then drop out. Then there is the other extreme — parents who left the whole process to the student, only to be shocked to learn that Junior lacked the course work, grades, and test scores to get into most universities. Somewhere there must be a middle ground, a way to provide real help, neither pushing nor ignoring this important process.

Getting an early start

Ideally, your assistance should start in the eighth grade or junior high, when your teenager is planning the course schedule for the ninth grade. To be able to help, you need to:

- familiarize yourself with the Pre-College Curriculum.
- investigate how choices will be limited if students do not take those classes as a minimum.
- promote good study habits *early*.
- discuss reasons he may have for wanting to go to college — or why he may want to do something else right after graduation.

You may find that the wish for independence seems more important than academic goals. If your child expresses a strong desire to work or join the military after high school, he may know what is right for him. Chances are that he will gain much from the experience, including the recognition that more education is a good idea!

Helping in the high school years

- Inquire about the various entrance tests which may be taken. You might post the schedule to remind your teenager to keep up with registration deadlines. Nudge — but try not to nag.
- Calm anxieties when tests are coming up by reminding your teenager that the tests aren't the only factor considered for college entrance. There is usually a chance to prepare more and try again if scores are disappointing.
- Encourage your teenager to get a good night's sleep and a healthy breakfast before the test. Teenagers often have hectic schedules — a slower pace for a day or two before the test might help build your child's energy level.
- Help your child develop a countdown checklist for the tests. The morning will get off to a smoother start if your child has laid out clothes, has sharpened the right number of Number 2 pencils, has written a list of the college codes and any other information he may need to register for the test. And don't forget to set the alarm clock, get house keys, car keys and other necessities needed to avoid early morning chaos. In other words, **encourage your child to be prepared.**
- Don't take it personally if the test results aren't what your teenager hoped they would be, just be supportive and encourage him to take the test again.

Starting the search

In busy families where teenagers are involved in many activities as well as school, the college search often becomes a family activity. Once your teenager has requested catalogs and other information, you may start working together by helping to assemble materials as they come in.

It's a good idea for you to go on college visits with your teenager. You'll get to see the campus, ask questions of your own about dorm life, social policies and the study environment. You may want to bow out during an interview, especially when an interview is required as part of the admissions process. In that case admissions counselors generally want to talk to prospective students alone — not with parents in tow. Interviews for information are informal and parents are welcomed.

By going along on those visits, you'll be available to talk over impressions of the campus, the students, and other experiences with your teenager. Even young people who generally keep their opinions to themselves sometimes want a sounding board — and this may be one of those times!

Where to apply?

Now here's a situation to test your mettle as a parent. Suppose you and Sally have visited several schools and Sally announces that her favorite school is Topnotch U. You didn't like that school at all — and *your* favorite isn't even on her list! What to do? The quickest way to a family fight is for you to say "Absolutely not! There's no way you're going there!" You'll be better off taking a more diplomatic approach.

Express your opinions — with consideration

Parents have a right to their own opinions as do teenagers, and each should be able to express themselves. You'll probably be able to reach a satisfactory resolution by stating your ideas while leaving the final decision to Sally. Teenagers can and do listen to reason. They just don't like to feel they're forced to a certain decision.

Part of this process is a candid conversation about the financial requirements of any given school, and the possible sources for financing an education. There'll be other aspects of the school to talk over as well.

In summary, your teenager often needs help making this big decision. You'd do him or her a big favor to be in on this process, visiting and thinking over alternatives. In the end, the decision should be made by your son or daughter. From the first days on a new campus, your child will be in a better position to think "This is *my* school; I chose it!"

Helping Your Child Find the Right Career

"What are you going to be when you grow up?" Parents hear this question asked of their children from early childhood, but it begins to take on new meaning during adolescence.

As parents you love your children and want them to succeed — at something. The question soon becomes "what career will he choose?" You may wonder what you can do to help. Certainly parents can have some influence on career choices, just as they have a big effect on the choice of a college.

Sometimes parents can be a negative influence. When they applaud a child's announcement that he is going to be a doctor, but ignore the necessary intellectual abilities and aptitudes needed for this demanding career, they may be setting everyone up for a big disappointment.

You can be more helpful by consistently urging your teenager to explore thoroughly different careers and what it takes to prepare for them than by encouraging him to make a premature decision based on an appealing fantasy. If he has shown an interest in mechanical toys, in taking toys apart and putting them back together, your child might benefit by learning about subjects from auto technology to engineering. Interests can often be used in a variety of occupations.

Observe and respect your child's personality, his interests and aptitudes, from childhood into adolescence. Listen when he talks about school subjects he likes — or doesn't like.

Accent the positive, offering encouragement where any talent or interest is shown. You can become a valuable person in the process of choosing a career, not only by focusing on strengths, but also by having a realistic view of your teenager and the outside world, too. Adolescents are changeable, however, and it's good to stay on an even keel if your teenager does an about-face and comes up with a different idea based on new experiences.

Understand career exploration

You can help your child by being aware of the steps involved in exploring careers.

- Understanding oneself is the first step in choosing a career. Familiarize yourself with interest tests which may be available through the high school, guidance centers, or which may be self-administered. You will be in a better position to offer guidance about the various inventories and what one might gain by taking them. Several well-known tests include the Kentucky Occupational Interest Survey, the Self Directed Search, The Strong Campbell Interest Inventory, and the Myers-Briggs Inventory.
- Inquire about aptitude assessments which are available to young people, including the Armed Services Vocational Aptitude Battery (ASVAB) which can be arranged, free of charge, through a military recruiter. (NO, your child doesn't have to enlist in order to take the test.) Another possibility is the General Aptitude Test Battery (GATB) which can be arranged through the state Department for Employment Services.

- Determine how young people can investigate career options through volunteering, job shadowing, and part-time work. Nothing gives a more realistic view of jobs than these experiences. For example, a young woman who thinks she is interested in restaurant management may have a more realistic view of the restaurant business after working part-time as a waitress.

- Explaining and predicting current and expected labor markets can also add a note of realism to your teenager's views. While career choices shouldn't be made entirely on the basis of the jobs which are in great demand, it is helpful to be prepared with general information. Many articles regarding job trends for the future are available from newspapers and books.

Encourage appropriate training

Most occupations require specific training; many need a college degree as the basic requirement. You can help by reading about the requirements for different occupations and by finding how these may be met.

Career plans generally evolve over time; they require a good deal of thought and many different experiences. Your belief in your child as a person who has abilities and the potential for a satisfying career can be a steadying influence. You can encourage him to pursue goals and to persist in the important search for a meaningful career.

Glossary

ACT - A college entrance test battery given by test centers on specified dates throughout the year. The ACT is required by all colleges in Kentucky and includes tests in English usage, mathematics usage, reading, and science reasoning. A preliminary test, PLAN, is administered in the 10th grade.

ASVAB - See Armed Services Vocational Aptitude Battery.

Academic Common Market - An arrangement between colleges and universities of the 15 southern states which allows students to engage in a field of study at certain schools in other states, at in-state tuition rates, when that major is not offered in the student's home state.

Accelerated program - A college program of study completed in less than four years, usually accomplished by attending summer school and by carrying extra courses during the regular school term. Such programs usually require special permission.

Adjusted Gross Income - All taxable income, taken from the U.S. tax return.

Advanced Placement Program (AP) - Course descriptions on college subjects and Advanced Placement examinations in those subjects are provided to high schools by the College Board. Students who make satisfactory grades on the examinations are then eligible at many colleges for advanced placement, college credit, or both. In Kentucky, making a qualifying cumulative score on three AP tests is one requirement for obtaining the Commonwealth Diploma.

Aid Index - The numeric value reported on the Student Aid Report (SAR) that shows the expected family contribution for the Federal Pell Grant Program.

Application for Federal Student Assistance - An application form used by students applying for Federal Pell Grants and federal campus-based aid.

Armed Services Vocational Aptitude Battery (ASVAB) - An aptitude assessment offered by military recruiters, free of charge and free of obligation to enlist. The ASVAB is usually given to high school students in group settings.

Assets - Savings and checking accounts, home if owned, business value including inventory and equipment, stocks, bonds, real estate, income-producing property, or trusts. Assets are considered in the determination of expected family contribution to college cost.

Award letter - The letter used to notify financial aid applicants of the assistance being offered. This will provide a description of the types and amounts of aid offered, conditions of the award, and student responsibilities.

Baccalaureate Program Transfer Framework - A set of courses, consisting of the first sixty credit hours, that a student should take as a freshman and sophomore to transfer from one public college or university to another in Kentucky.

Bachelor's degree - The degree given for completing an undergraduate college program, usually taking four or more years, also called the baccalaureate degree.

Benefit - Funds that students are entitled to under certain conditions. Federal veterans' benefits are an example.

Budget - See Cost of attendance.

CLEP - See College Level Entrance Program.

Campus-based programs - The term used for federal student aid programs administered by institutions of postsecondary education. These include Supplemental Educational Opportunity Grants (SEOG), College Work-Study Program, and Perkins Loans.

Cancellation of a loan - The condition permitted when a Perkins Loan borrower has fulfilled requirements which allow a portion of the principal and interest to be forgiven or "written off".

Career Cluster - A broad group of related career majors within an occupational interest area.

Career Major - A career goal and program of study to prepare for entry-level employment.

College Access Program (CAP) - Grants available to first or second-year college students who demonstrate need and are attending a Kentucky college as much as 3 hours per semester. The maximum grant is equal to full-time tuition cost at a Kentucky community college. The grants cannot be used in place of other available financial aid.

College Level Entrance Program (CLEP) - A service of the College Board which provides examinations in undergraduate college subjects and courses so that students and other individuals may show college-level achievement for which they have not already received college credit. Colleges use the examination for placement purposes with entering freshmen, and students transferring from other colleges, as well as evaluating the status of adult applicants who have not attended college, or have not done so recently.

College Work-Study Program - A campus-based program of part-time employment providing jobs for undergraduate and graduate students with demonstrated financial need. Students generally work 10 to 15 hours a week during the academic year to provide a part of their educational expenses.

Commonwealth Diploma - A special recognition diploma based on completing 22 credits, the Pre-College Curriculum and a grade of C or better or at least 4 AP Courses.

Commuting student - One who is not a resident student; generally "commuter" refers to one who is living at home with parents or with other family members.

Cooperative Education Program - A college program which allows students to alternate periods of full-time study and full-time paid employment, generally in work related to the field of study. While these programs typically take five years for completion, the student graduates with the advantage of a year's work experience as well as a degree. This is not the same as the federally funded College Work-Study Program.

Co-Signer - A credit-worthy individual, usually a parent or spouse, who agrees to share the responsibility for repayment of a student loan.

Cost of attendance - The total amount it will cost a student to go to school, including actual tuition and fees, a living allowance, and other expenses including books, transportation, medical, day care and dependents' allowances. For Federal Pell Grant awards, maximum allowances for items are established by law.

Credit by examination - College credit granted by an institution after an examination in which a student demonstrates proficiency in a subject.

Debt burden - That portion of future earnings needed to repay school loans. Repayments are figured in relation to anticipated level of income.

Default - Failure to make payments due on loans at specific times, or to comply with other terms of the promissory note. If the institution concludes from correspondence that the borrower intends to repay the loan, then he or she will not be considered in default.

Deferment - That period in which repayments of principal and interest are not required and, for Perkins and Federal Stafford loans, interest is not accruing.

Dependent student - A student dependent on his or her parents for support. In financial aid, a student is considered dependent unless the strict definition of independent status is met.

Disbursement - The act of sending or giving a loan check to a student. Student loans may be disbursed in one, two, or three payments.

Disclosure statement - A statement of the terms, including costs to the borrower, of a loan. Lenders are required to furnish such a statement with any loan.

Discretionary income - Income available for living expenses after taxes and loan payments have been paid.

Early Decision Plan - Early Decision admission plans are offered for students who are certain of the college they wish to attend and are likely to be admitted. Students request consideration for early admission, and are generally notified of the college's decision by December 15 of the senior year.

Educational benefits - See Benefits.

Educational expenses - See Cost of attendance.

Eligible institution - A postsecondary education or training program which complies with the regulations governing federal Title IV programs, thus allowing students in that program to receive federal financial assistance.

Enrolled - The completion of registration requirements at the institution the student will be attending, other than the payment of tuition and fees.

Entitlement program - A program which is funded sufficiently to ensure that all applicants who are enrolled in an institution, and are financially eligible, will receive the award for which he or she is eligible.

Equity - The actual value of an asset. For example, the difference between the sales price of a house and the amount owed on the house is equity.

Expected family contribution - The total amount a student and his or her family are expected to pay toward college costs from their income and assets. That amount is determined by a need analysis of the family's financial situation as reported in the Family Financial Statement.

Extended School Services - A tutoring program now available in every school system offering individual and/or group tutoring, before or after school or on Saturdays.

Family Financial Statement - The original aid application in the American College Testing Program's system of need analysis.

Family Resource Centers - Centers assist elementary students and families in meeting basic needs. Services might include preschool, after school care, health and education services.

Federal Pell Grant - A federal program that provides grants based on need to undergraduate students.

Federal Pell Grant Index - See Aid Index.

Federal PLUS Loans - Long term loans made available to parents of dependent undergraduate or graduate students without regard to demonstrated financial need. Repayment begins within 60 days of disbursement and may extend up to 10 years. Interest may not exceed 12 percent.

Federal Stafford Loan - Long-term loans made to students who have financial needs, are U.S. citizens or eligible non-citizens enrolled at least half time in an eligible school. Students who do not qualify on the basis of financial need can borrow through the Unsubsidized Stafford Loan Progam.

Financial aid award - The offer of financial or in-kind assistance to a student attending a postsecondary educational institution. The award may contain one or more types of aid: loans, grants or scholarships, and student employment.

Financial Aid Form - The application form which students and their families complete when applying for financial aid.

Financial Aid Officer - A professional employee at a postsecondary institution who is responsible for preparing and communicating information related to student financial aid. That person is capable of analyzing student needs and of making changes in the aid package where necessary and possible.

Financial aid package - See Financial aid award.

Financial need - The difference between the cost of attendance at an institution and the family's ability to pay as determined in the need analysis.

Forbearance - A means of permitting the temporary halting of loan repayments, an extension of time for repayments, or accepting smaller loan repayments than originally scheduled. These changes require a written request and description of the change in financial circumstances.

Full-time student - Usually, one who is taking at least 12 semester or quarter hours per academic term, or 24 clock hours per week in schools which measure progress in clock hours.

General Education Diploma (GED) - A diploma which may be earned through an examination after meeting certain eligibility requirements.

Grace period - The period of time which begins when a student stops attending school at least half-time and ends when the loan repayments begin.

Grant (also called Grant-in-Aid or Gift Aid) - A type of financial aid which does not have to be repaid; usually awarded on the basis of need, though possibly combined with skills or characteristics the student possesses.

Guaranteed Student Loan - See Federal Stafford Loan.

Half-time student - One who meets the criteria of half-time student at his or her institution. For schools on semester or quarter hours, this means at least six hours per term; with clock hours, at least 12 hours per week.

Independent student - A student who is 24 years old or one who meets one or more of these criteria:

(a) is an orphan;
(b) is a ward of the court;
(c) is a veteran;
(d) is married or is a graduate or professional student, and will not be claimed by the parents for the first calendar year of the award year;
(e) has legal dependents other than a spouse;
(f) presents proof of unusual circumstances demonstrating independence;
(g) is an unmarried undergraduate with no legal dependents who was not claimed as a dependent for tax purposes for the two years prior to the award year, and has annual resources of at least $4,000.

Interest - The fee charged to borrow money and added to the principal of the loan until all is repaid.

Kentucky Education Ehancement Scholarship (KEES) - A grant to all Kentucky high school students graduating with a 2.5 GPA; administered by the Kentucky Higher Education Assistance Authority.

Kentucky Tuition Grant (KTG) - A grant available to Kentucky residents enrolled at an eligible Kentucky private college.

KESPT - A tax-exempt savings plan available to Kentucky families wishing to save for college or postsecondary technical education expenses. The program is administered by the Kentucky Higher Education Assistance Authority (KHEAA) - See Kentucky Higher Education Assistance Authority

Kentucky Higher Education Assistance Authority (KHEAA) - The Kentucky agency which administers a student loan insurance program.

Legal dependent - A natural or adopted child, or a person for whom the applicant has been appointed legal guardian, and for whom the applicant provides more than half support and will continue to receive that support during the award year.

Loan - A form of assistance which will require repayment at some time in the future, evidenced by a promissory note.

Military scholarships - Reserve Officer Training Corps (ROTC) scholarships which are available for the Army, Navy, and Air Force at many colleges and universities. These scholarships cover tuition and fees, books and supplies, and include a subsistence allowance.

NCAA Clearinghouse - Students who want to play NCAA Division I or II athletics must be certified as eligible by the Clearinghouse. The certification process should start by the end of the junior year or early in the senior year.

Need analysis - The method for determining how much a family can reasonably be expected to pay toward a student's college education costs

Net income - Income after all taxes have been deducted.

Net profit - Money available after expenses have been deducted.

Non-taxable income - All income that is not subject to tax such as Social Security benefits, welfare payments, and interest on tax-free bonds.

Open admission - The college admissions policy of admitting all high school graduates or those with GED certificates without regard to high school courses, grades, or admissions scores.

Origination fee - A fee charged by a bank to process a loan. Origination fees apply to student loans as well as other types of loans.

PSAT or PSAT/NMSQT) - See Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test.

Parents' contribution - The amount a student's parents are expected to pay toward college, based on an analysis of their income and assets.

Pell Grant - See Federal Pell Grant.

Perkins Loan - A federally funded, long term, low interest loan program based on need, for undergraduate and graduate students. Repayments terms are favorable with a current interest rate of 5 percent.

PLAN - A test similar to the ACT, administered in the tenth grade. PLAN provides guidance on academic strengths and areas that need work.

PreCollege Curriculum - High school courses required for admission in the public universities. One may enter a community college without the PCC but those courses must be completed within 24 credit hours and will not count toward a degree.

Preliminary Scholastic Assessment Test/ National Merit Scholarship Qualifying Test (PSAT or PSAT/NMSQT) - A shorter version of the College Board's Scholastic Assessment Test (SAT) given by high schools each year. The PSAT aids in early guidance of students planning for college and serves as the qualifying test for scholarships awarded by the National Merit Scholarship Corporation.

Principal - Total face value of a loan.

Promissory note - A legal document signed by the borrower prior to receiving a loan which binds the borrower to repayment obligations.

Reserve Officer Training Corps (ROTC) - Scholarship programs conducted by certain colleges in cooperation with the United States Air Force, Army, and Navy. Detailed information is available from local recruiting offices and from participating colleges.

Refund - The amount due a student who withdraws or fails to pursue a course of study when funds have been paid to the institution.

Repayment schedule - A plan which sets forth the principal and interest due on each installment and the number of payments required to pay the loan in full.

ROTC - See Reserve Officer Training Corps.

SAR - See Student Aid Report.

SAT I Reasoning Test - See Scholastic Assessment Test I.

SAT II Subject Tests - One-hour tests that measure knowledge in specific subjects in comparison to other students in the United States. Generally requested by most competitive colleges and universities.

SEOG - See Supplemental Educational Opportunity Grant.

Satisfactory academic progress - The academic progress in acceptable studies which is required of students receiving financial aid.

Scholarship - An award to students based on academic achievement and usually on financial need which does not have to be repaid.

Scholastic Assessment Test I, Reasoning (SAT) - A college entrance test battery given by test centers on specified dates throughout the year. The test measures verbal and mathematical reasoning.

School-to-Work System - Initiatives made up of school-based, work-based, and connecting activities such as Tech Prep, registered pre-apprenticeships and apprenticeships, and school-based enterprises designed to help students master academic skills and possess entry-level work skills upon graduation.

Self-help - Student financial aid, such as loans and jobs, which require either repayments or a student's being employed.

Student Aid Report (SAR) - The official notice sent to families as a result of processing a student's Federal Pell Grant application. The SAR must be submitted to the financial aid office at the school in which the student enrolls in order for the student to receive payment under the Federal Pell Grant Program.

Student expense budget - See Cost of attendance.

Student's contribution - The amount a student is expected to pay toward college costs from his or her earnings, assets, and benefits. First year students, classified as dependent, are usually expected to have at least $700 to contribute; more is expected of upperclassmen.

Summer savings - The amount students are expected to earn to contribute to payment of college expenses. Generally, that amount is $700 for first year students, more for upperclassmen.

Taxable income - Income earned from wages, salaries, and tips as well as interest and dividend income, business or farm profits, and income from rental property.

Tech Prep - a program of study available at some Kentucky schools which blends academic and technical courses, linking high school to technical and community college.

Test of English as Foreign Language (TOEFL) - A test which evaluates the English proficiency of students for whom English is not the native language.

TOEFL - See Test of English as Foreign Language.

Transcript - An official copy of a student's record in school or college, listing courses, credits, grades, etc.

Transfer Framework - See Baccalaureate Program Transfer Framework.

Undergraduate student - A student who has not yet achieved the baccalaureate or first professional degree.

Unmet need - The difference between a student's total available resources, including financial aid, and the cost of attendance at the school where the student plans to enroll.

Unsubsidized Federal Stafford Loan - A loan available to students, regardless of demonstrated financial need; loan limits same as Federal Stafford Loan but interest is not deferred until student leaves school.

Veterans' educational benefits - Assistance programs for veterans and service persons for education or training.

Vocational Rehabilitation - Programs administered to assist individuals who have a physical or mental impairment which is a substantial handicap to employment.

Work-Study Program - See College Work-Study Program.

Youth Services Center - Serves middle school, junior high, and high school students and their families by providing health, substance abuse or mental health services, and other social services as well as employment training and placement.

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